

*Office of Educator Quality/Educator
Preparation*



First-Year Teacher Survey Spring 2022

Spring 2023





First-Year Teacher Survey Spring 2022

The Missouri Department of Elementary and Secondary Education is committed to ensuring new teachers are prepared to succeed. As part of that commitment, the survey is designed to provide feedback to preparation programs for continuous improvement. The survey is also used to collect data to hold preparation programs accountable as part of an Annual Performance Report for Educator Preparation Programs that will serve as the basis for continuing approval.



First-Year Teacher Survey Data Spring 2022

Teacher Response Rate

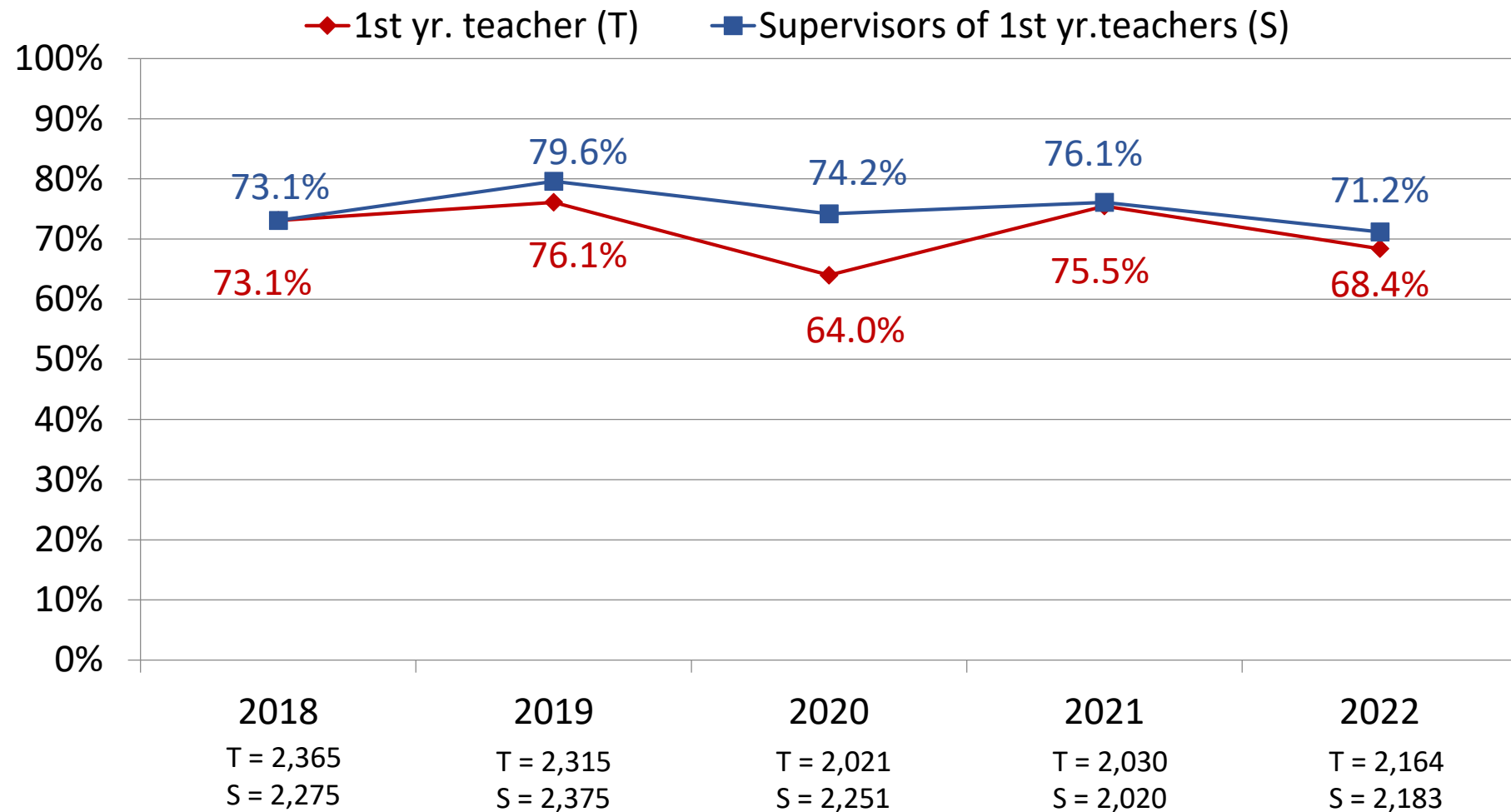
Sent	3,163
Received	2,164
Response Rate	68.4%

Supervisor Response Rate

Sent	3,066
Received	2,183
Response Rate	71.2%



First-Year Teacher Survey Response Rates





Comparing Top 3

Teachers

- Foster positive student relationships
- Promote respect for diverse cultures, genders, and intellectual/physical abilities
- Prepared to create a classroom environment that encourages student engagement

Supervisor

- Foster positive student relationships
- Use technology as a communication tool
- Prepared in his or her content area



Comparing Bottom 3

Teachers

- Modify instruction for English language learners
- Prepared to manage a variety of discipline issues
- Modify instruction for gifted learners

Supervisors

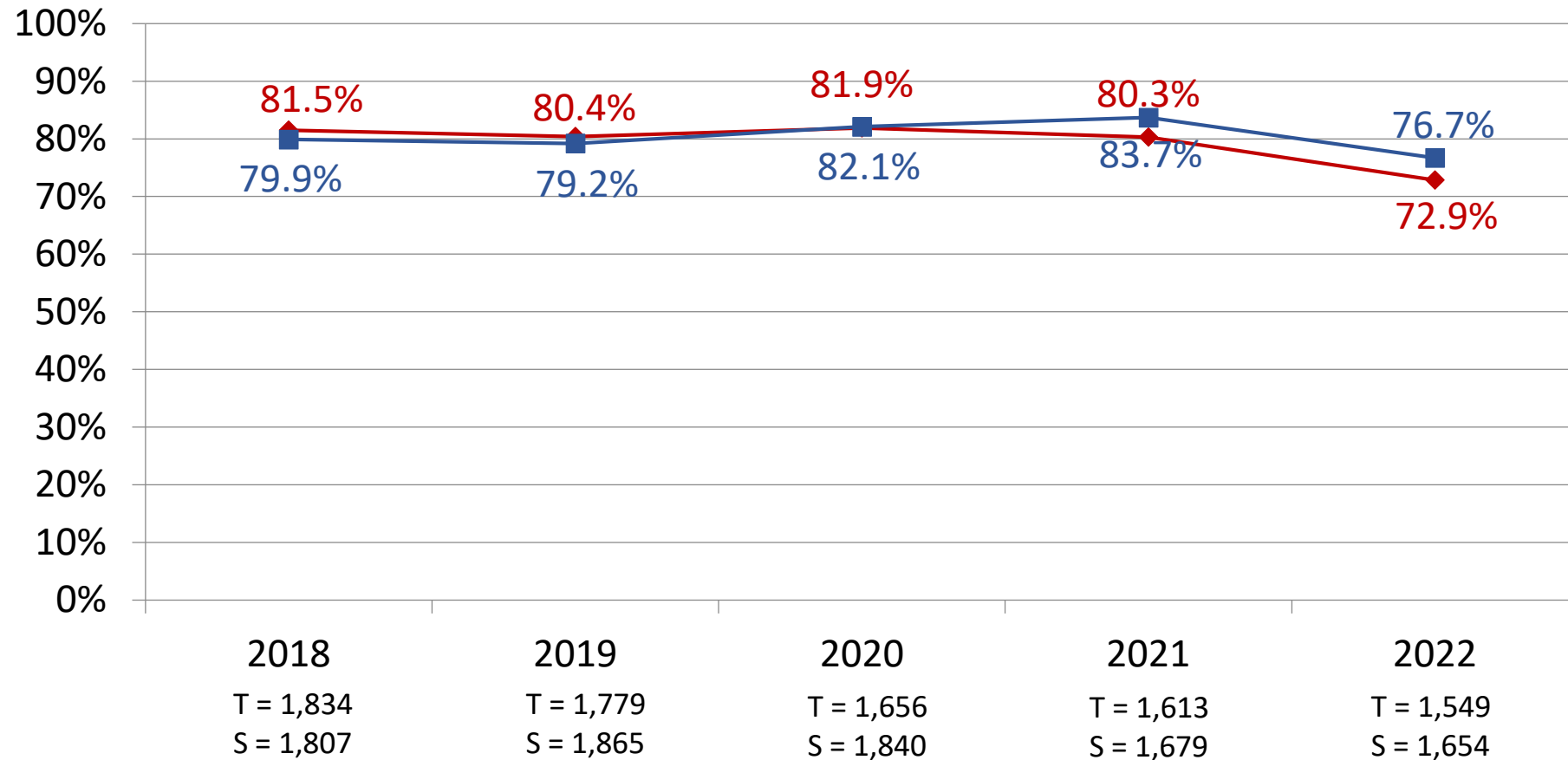
- Modify instruction for English language learners
- Prepared to manage a variety of discipline issues
- Modify instruction for gifted learners



Prepared to incorporate interdisciplinary instruction

(% Agree or Strongly Agree)

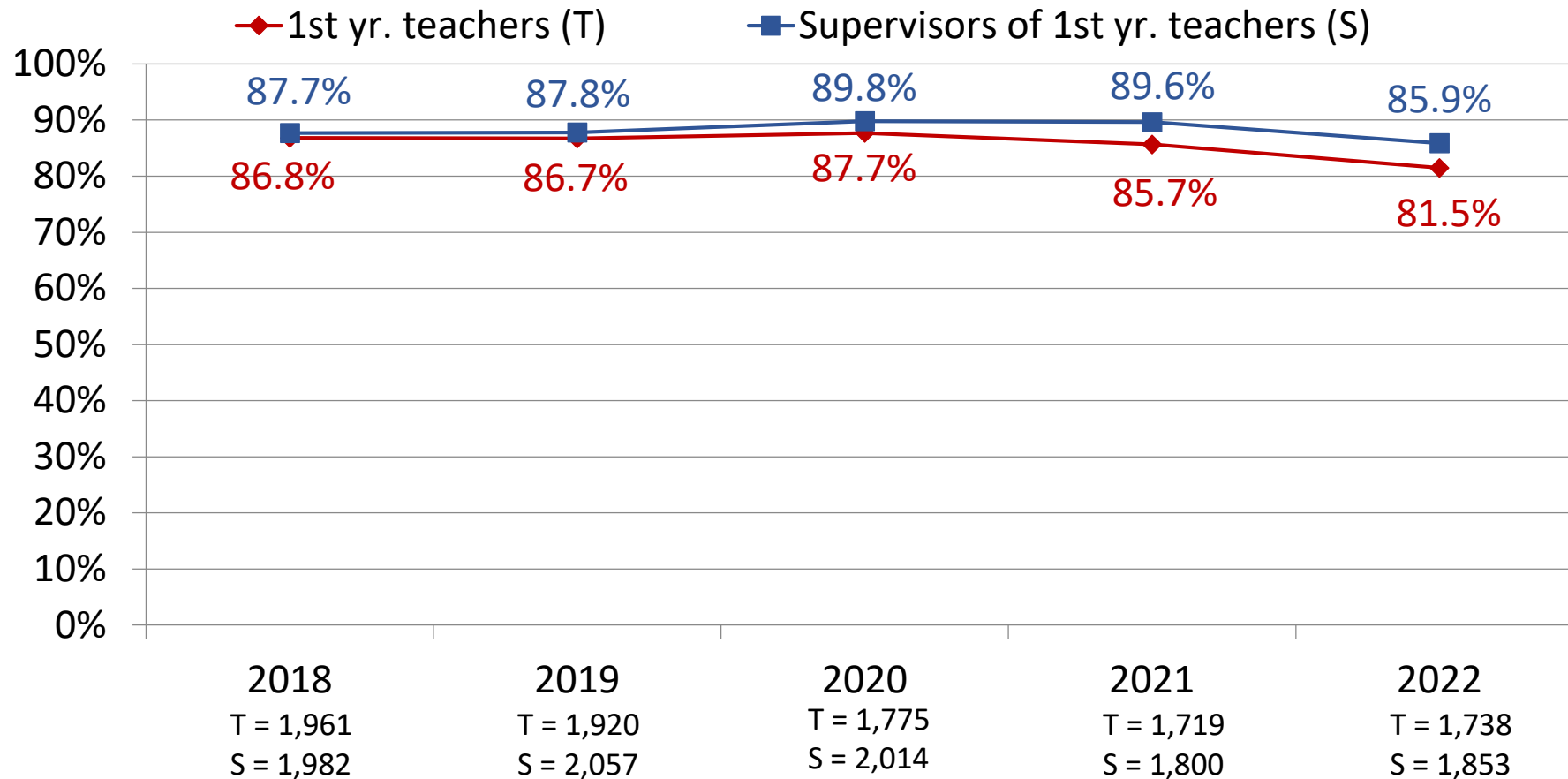
◆ 1st yr. teachers (T) ■ Supervisors of 1st yr. teachers (S)





Prepared in content area

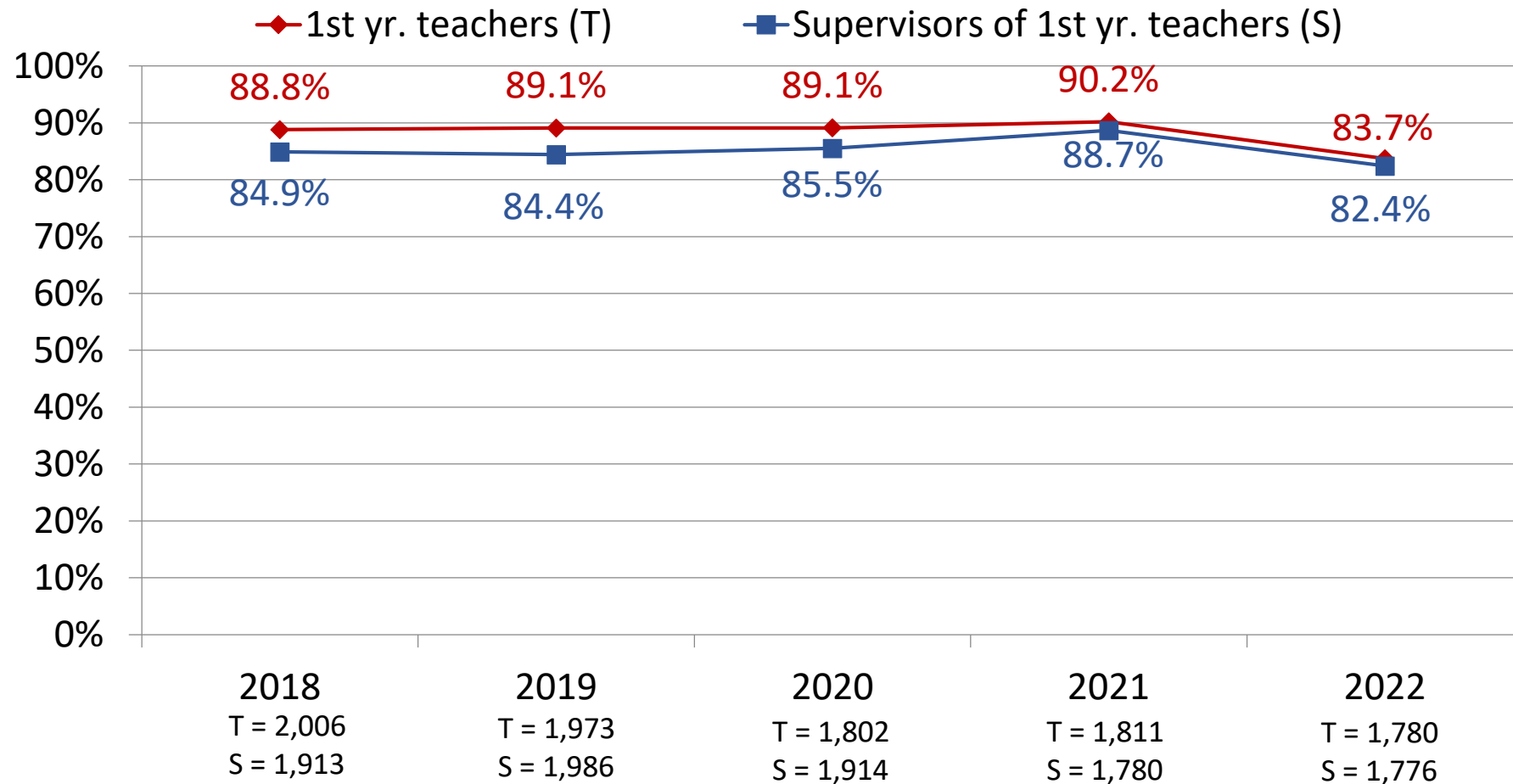
(% Agree or Strongly Agree)





Prepared to engage students in content area

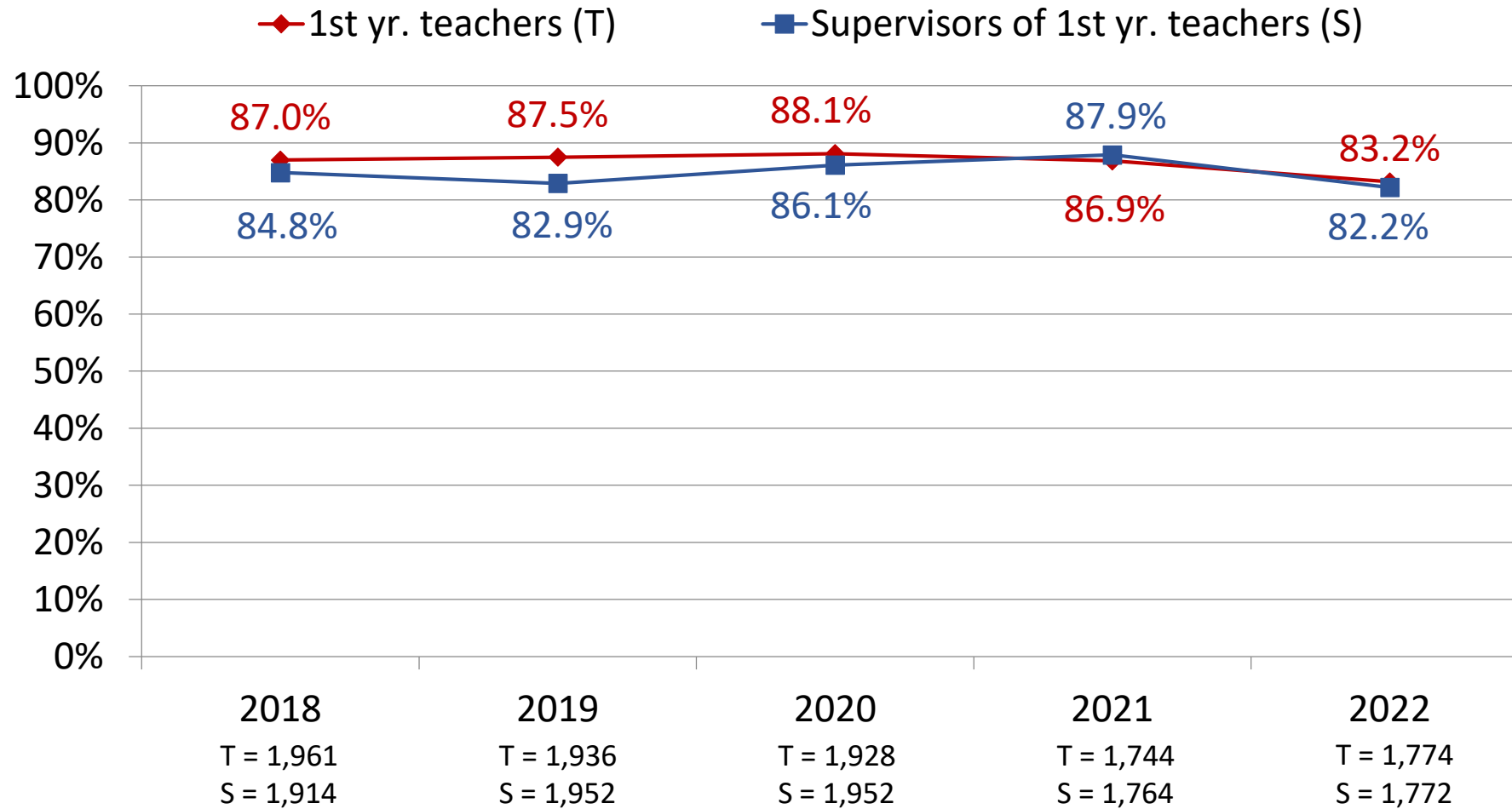
(% Agree or Strongly Agree)





Prepared to make content meaningful to students

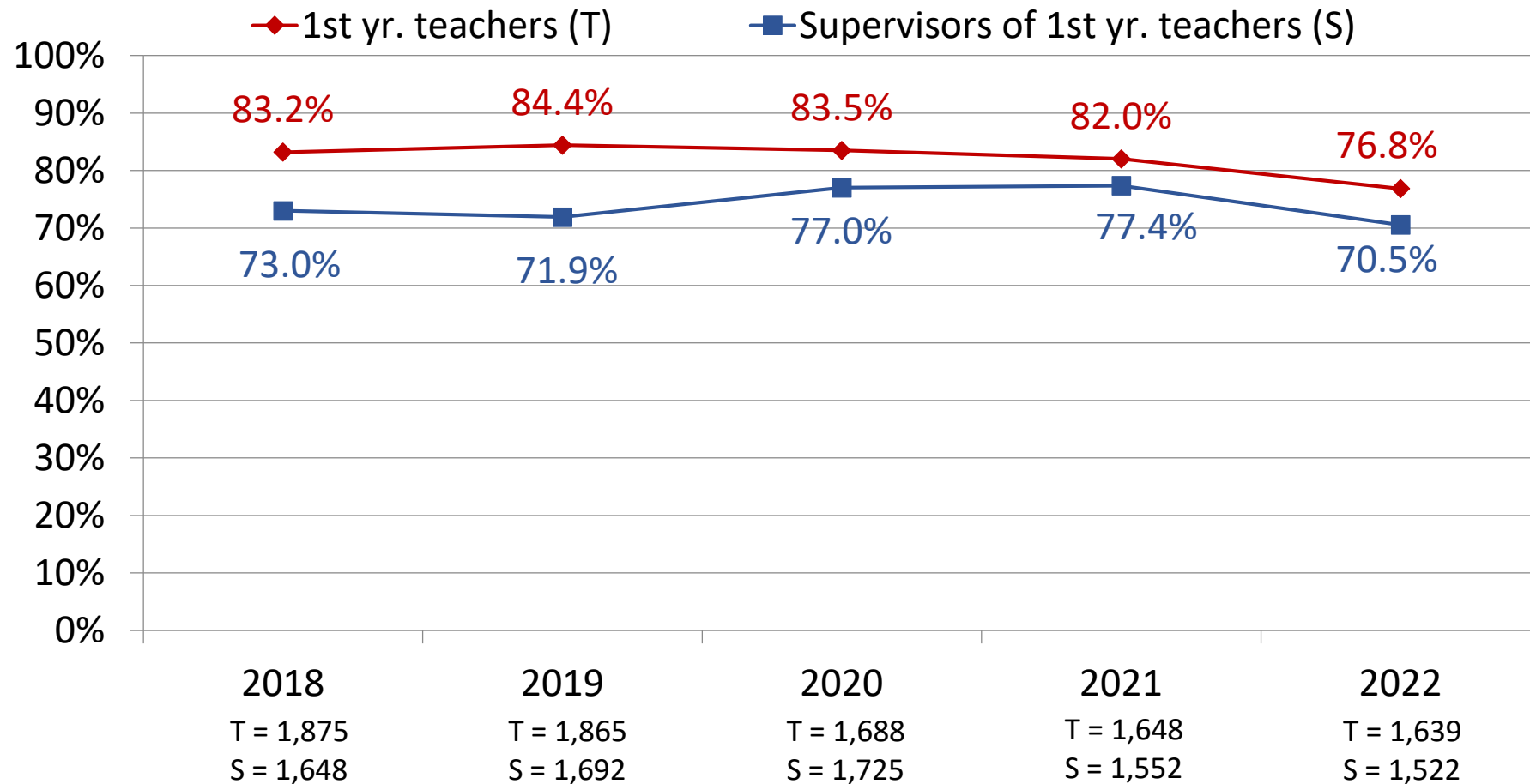
(% Agree or Strongly Agree)





Prepared to design lessons that include differentiated instruction

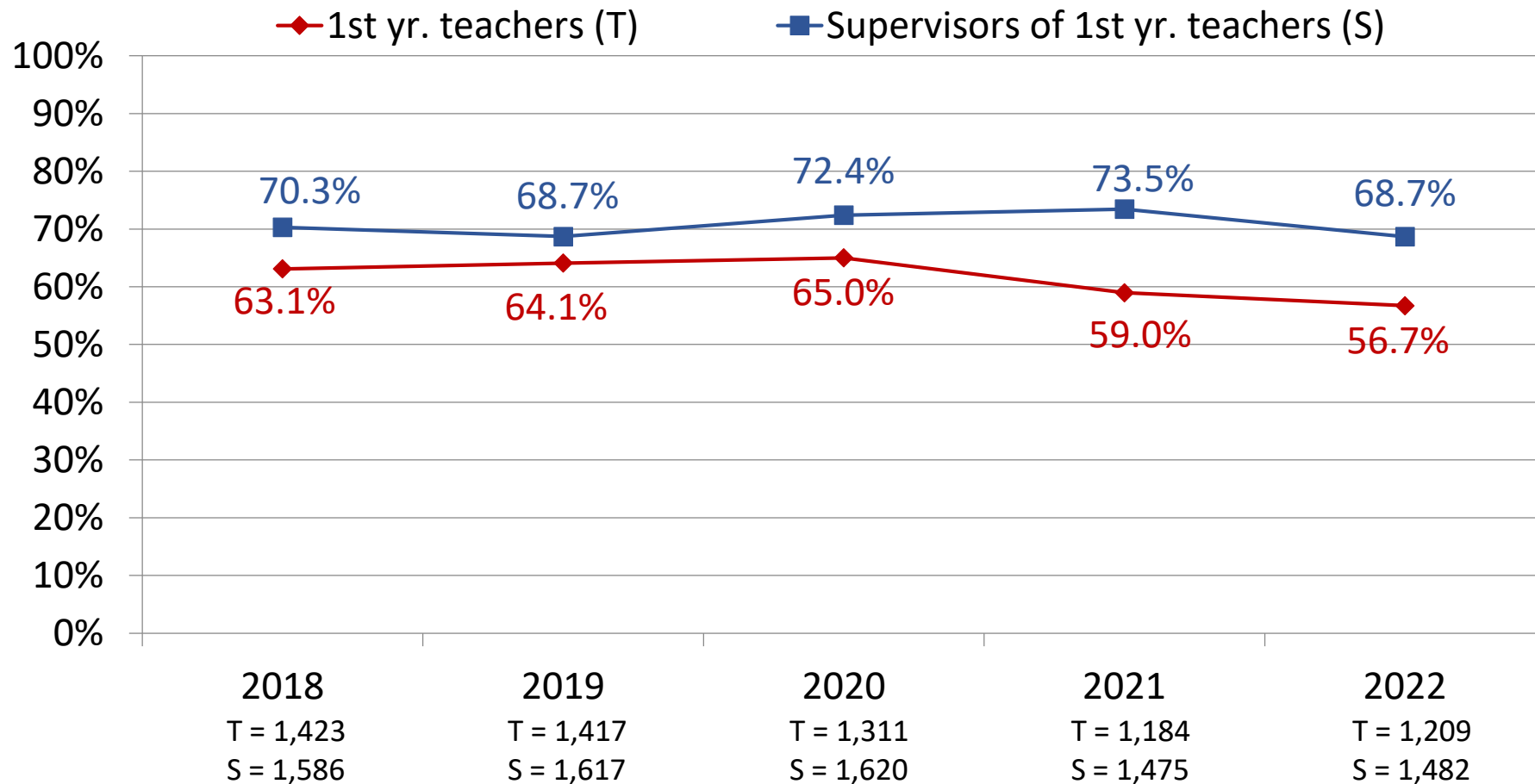
(% Agree or Strongly Agree)





Prepared to implement instruction based on a students IEP

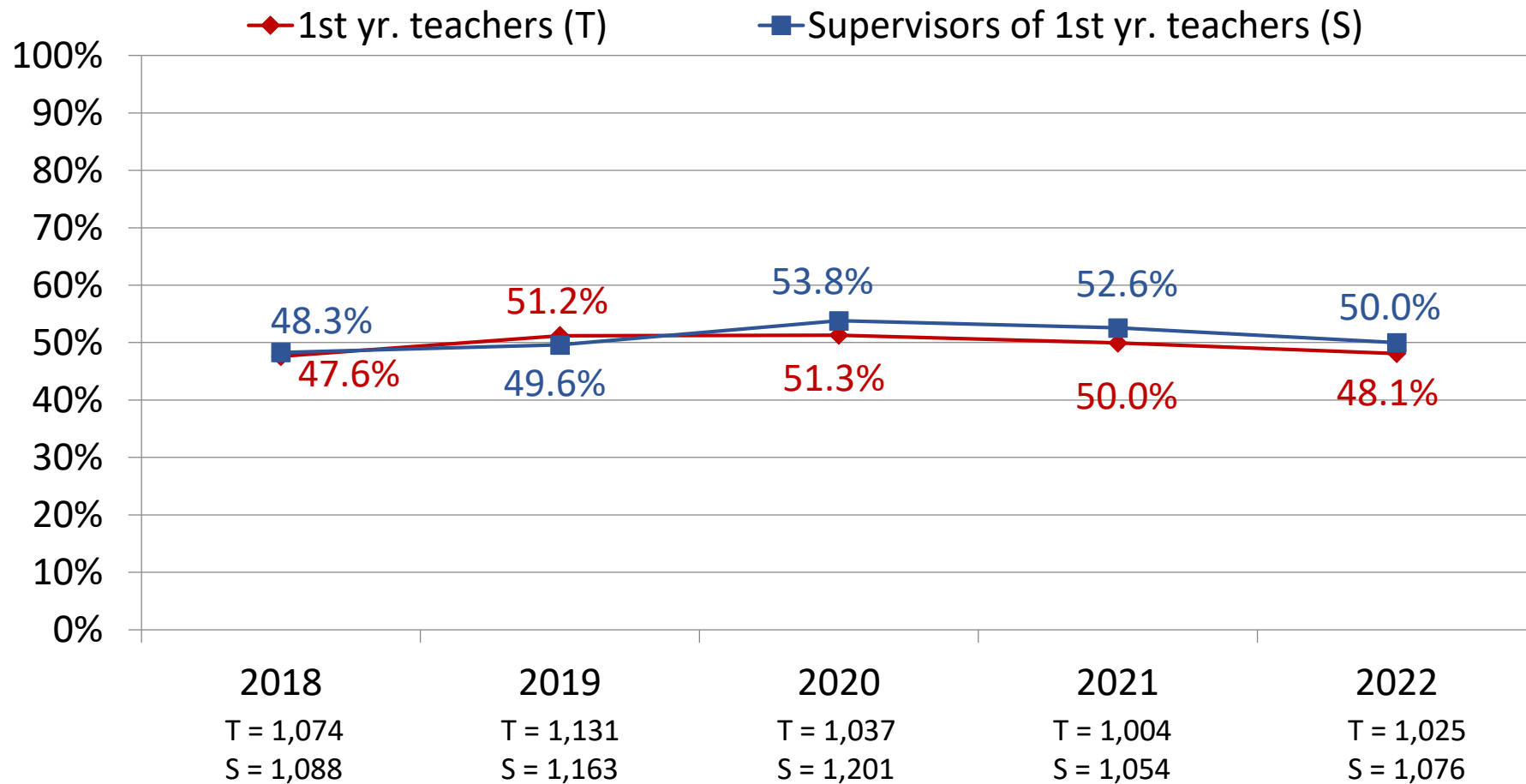
(% Agree or Strongly Agree)





Prepared to modify instruction for English language learners

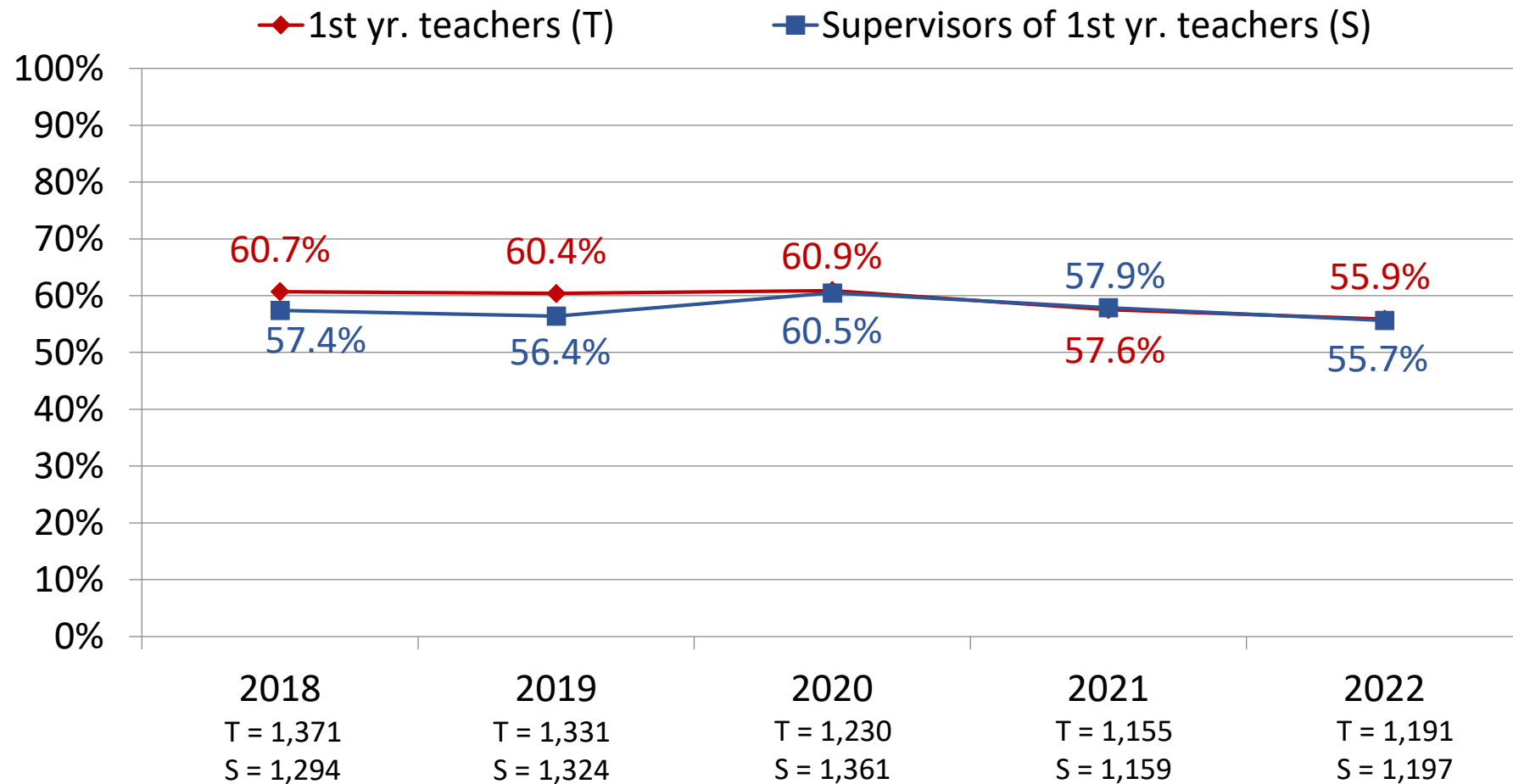
(% Agree or Strongly Agree)





Prepared to modify instruction for gifted learners

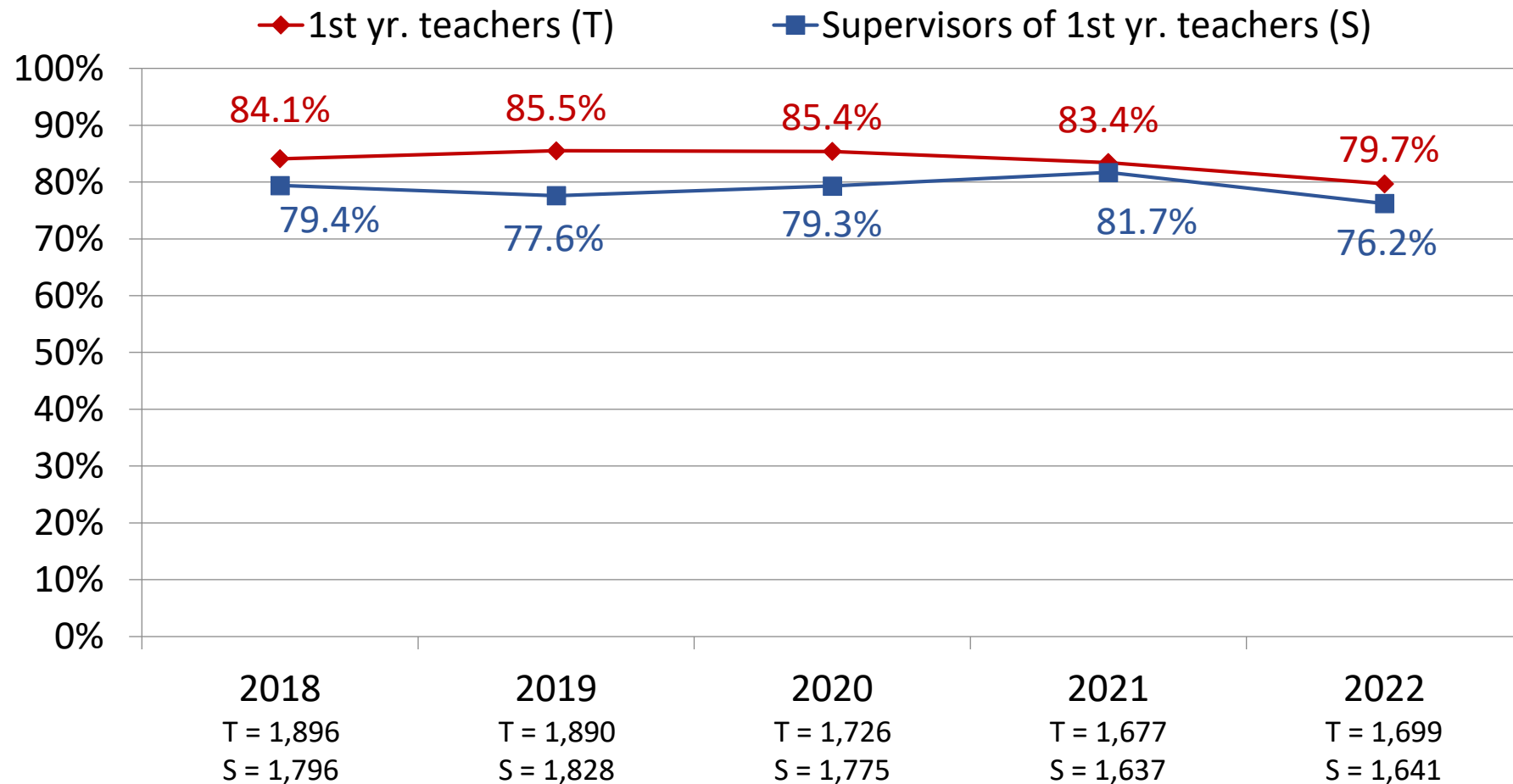
(% Agree or Strongly Agree)





Prepared to create lesson plans to engage all learners

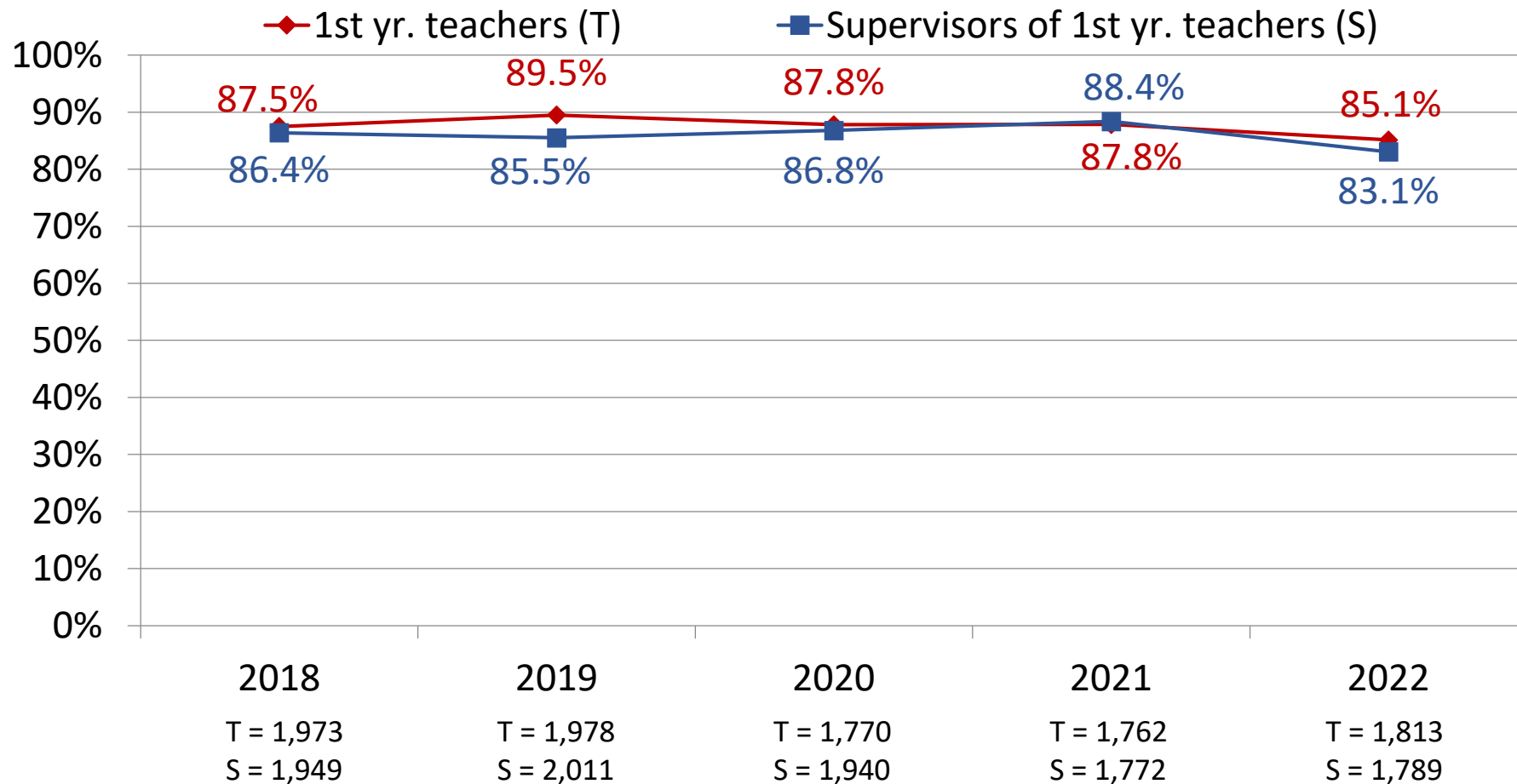
(% Agree or Strongly Agree)





Prepared to deliver lessons based on curriculum standards

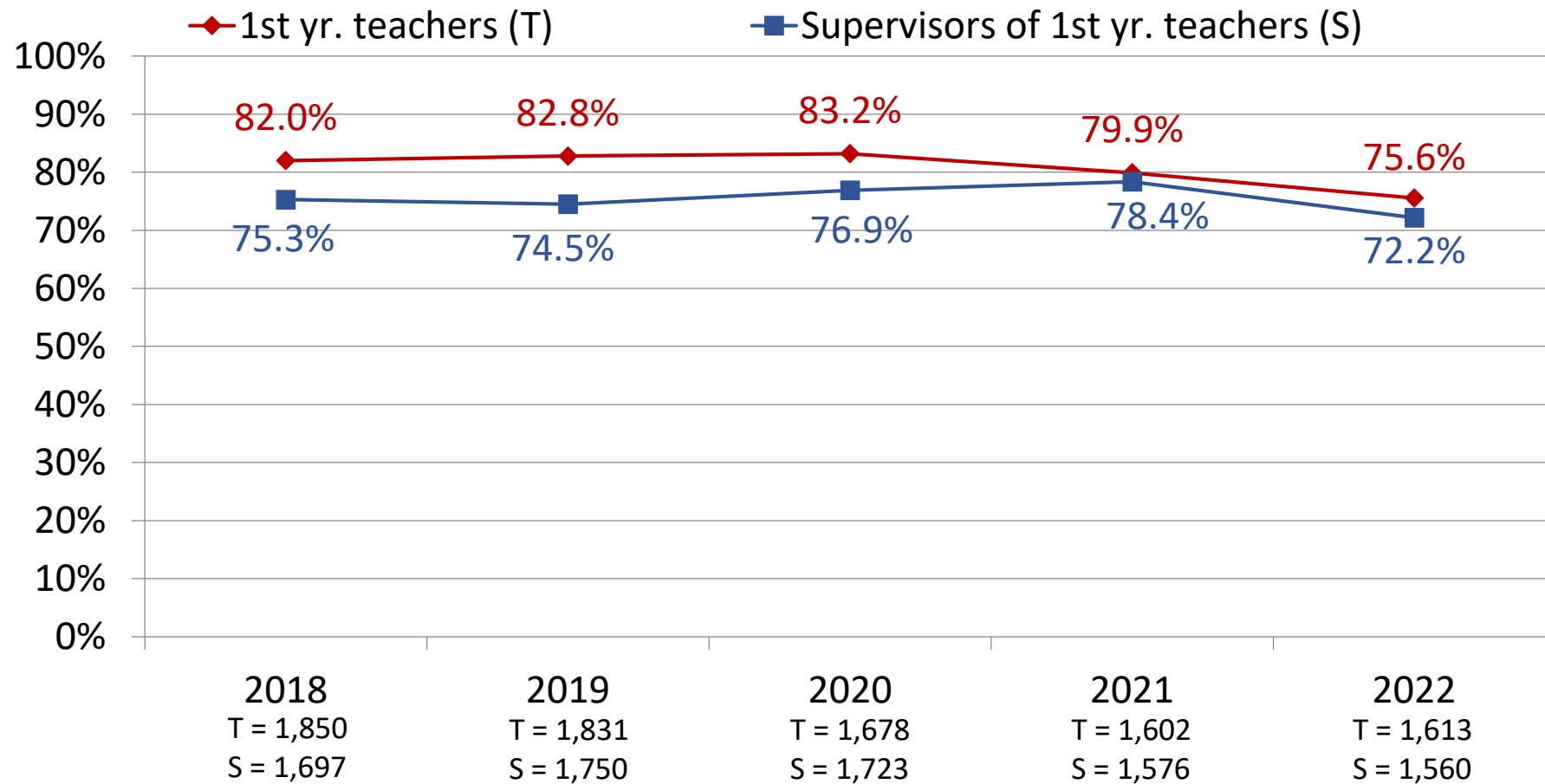
(% Agree or Strongly Agree)





Prepared to deliver lessons for diverse learners

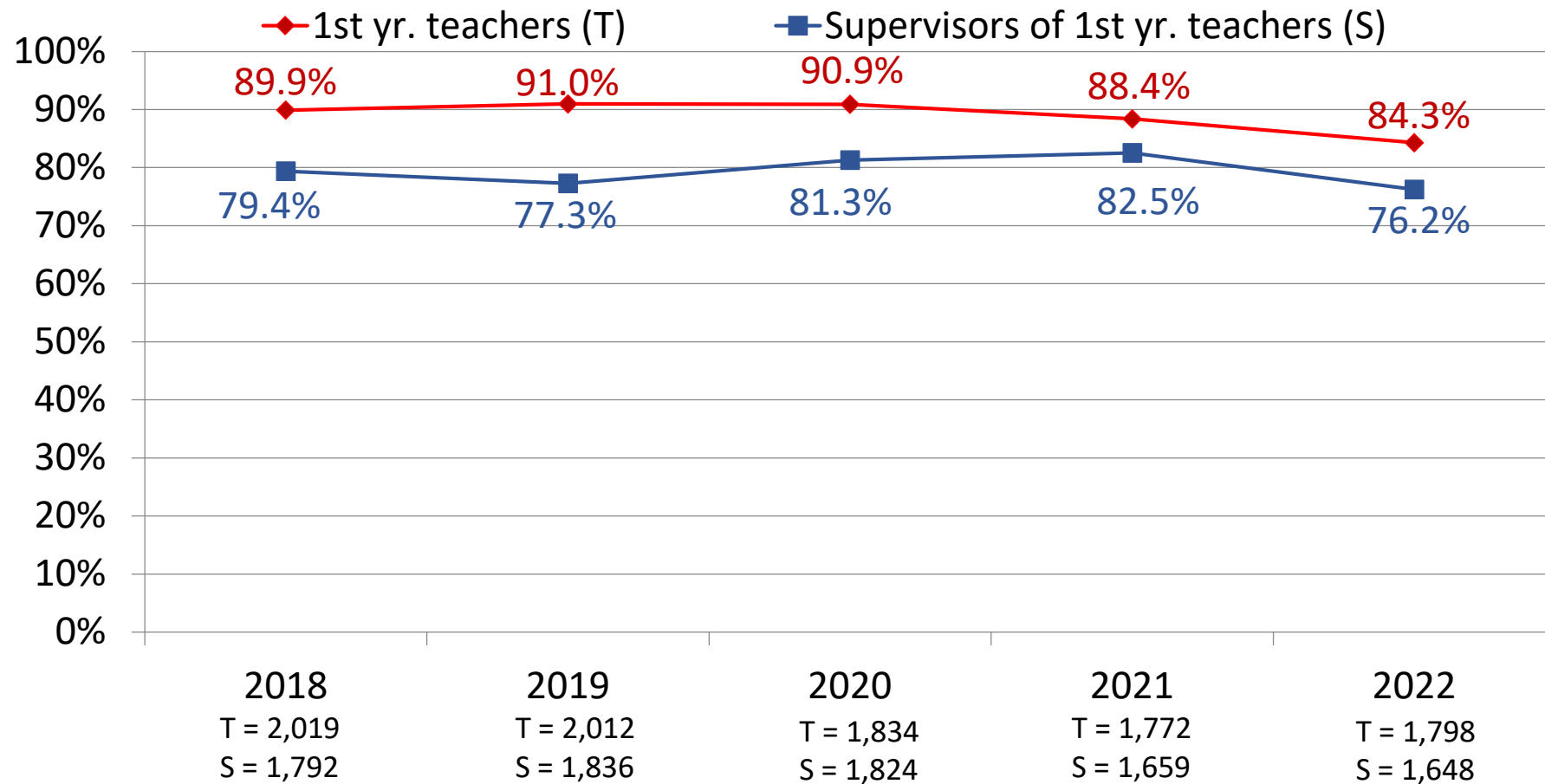
(% Agree or Strongly Agree)





Prepared to implement a variety of instructional strategies

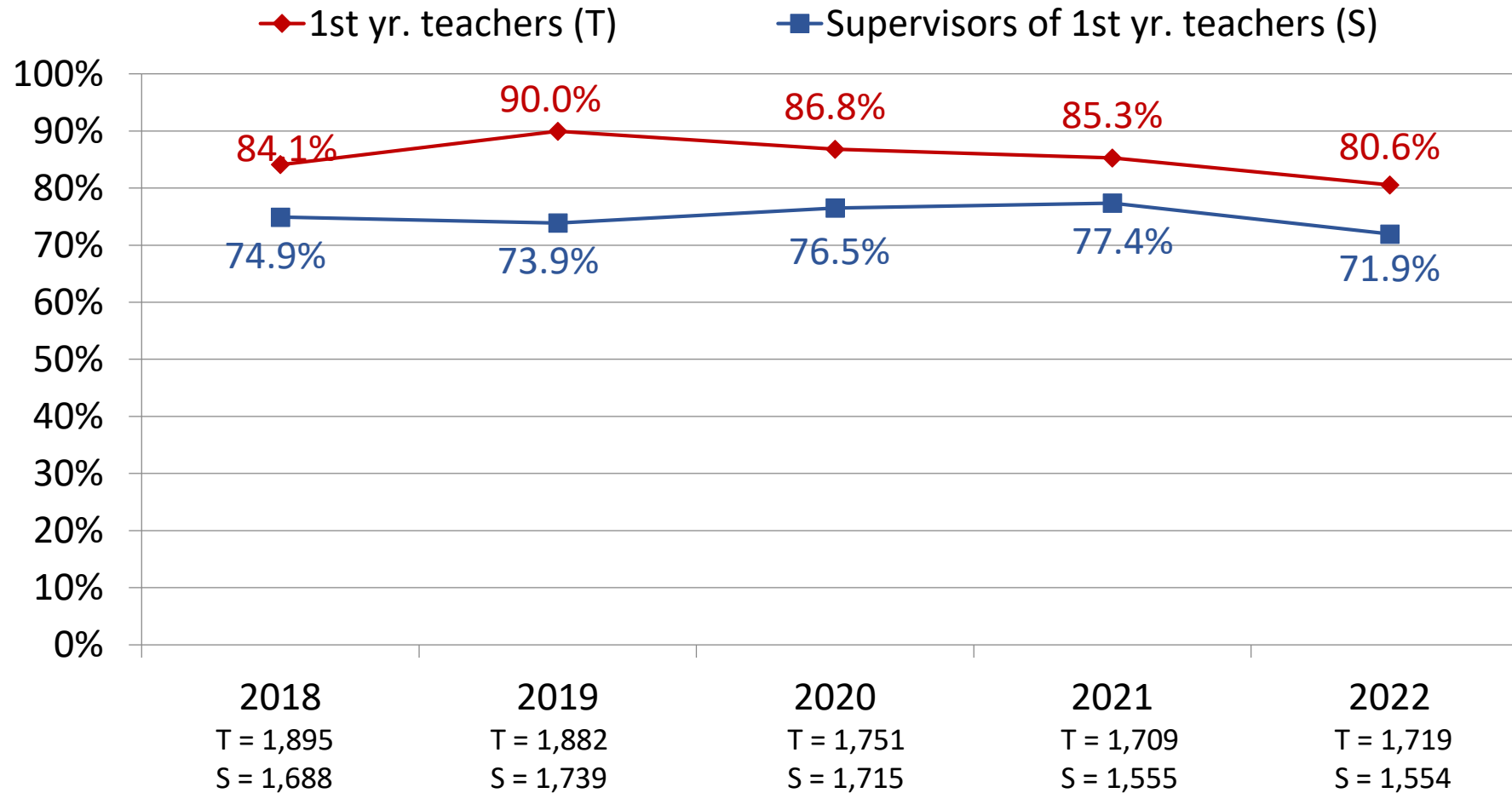
(% Agree or Strongly Agree)





Prepared to engage students in critical thinking

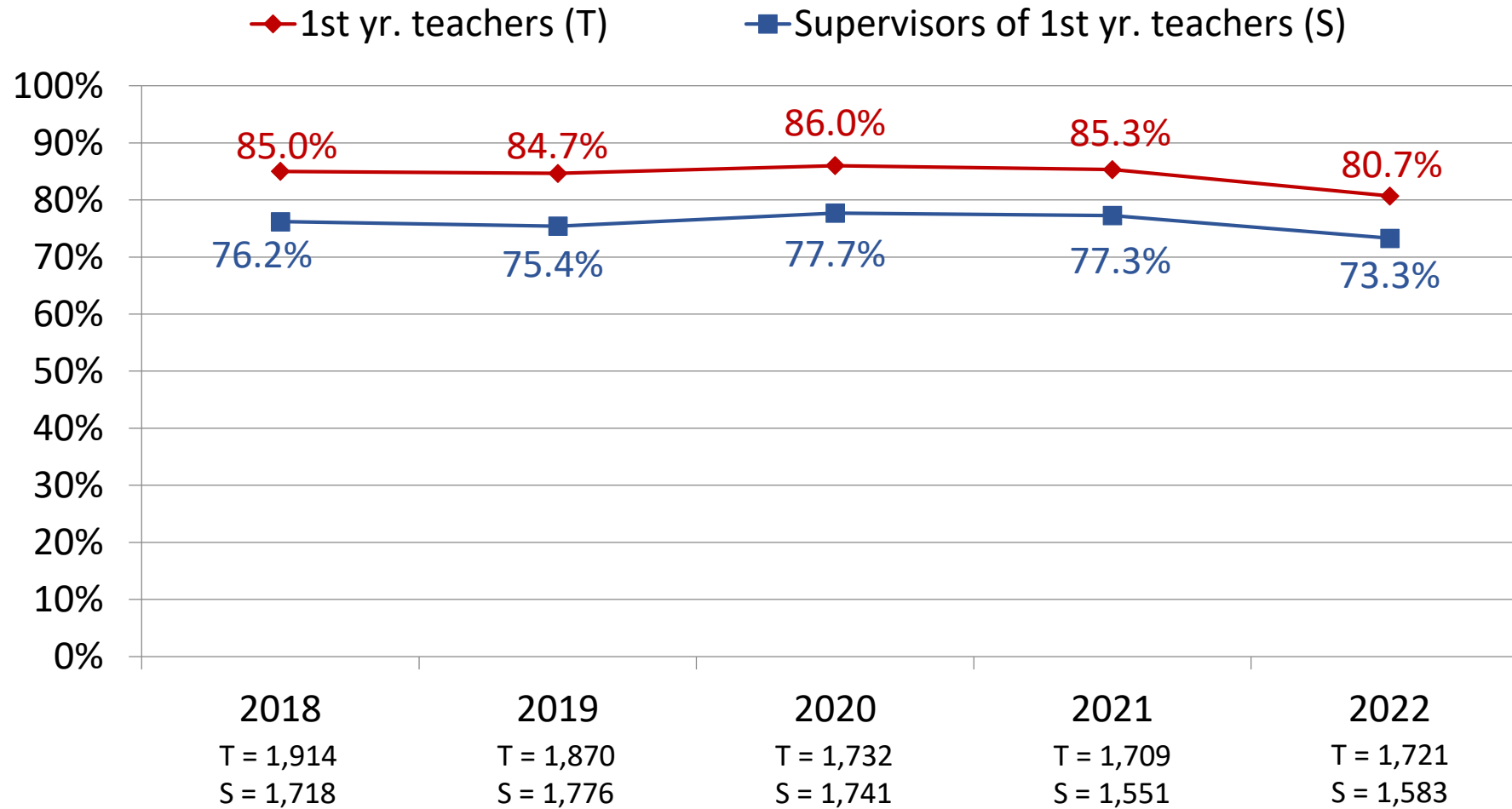
(% Agree or Strongly Agree)





Prepared to model critical thinking and problem solving

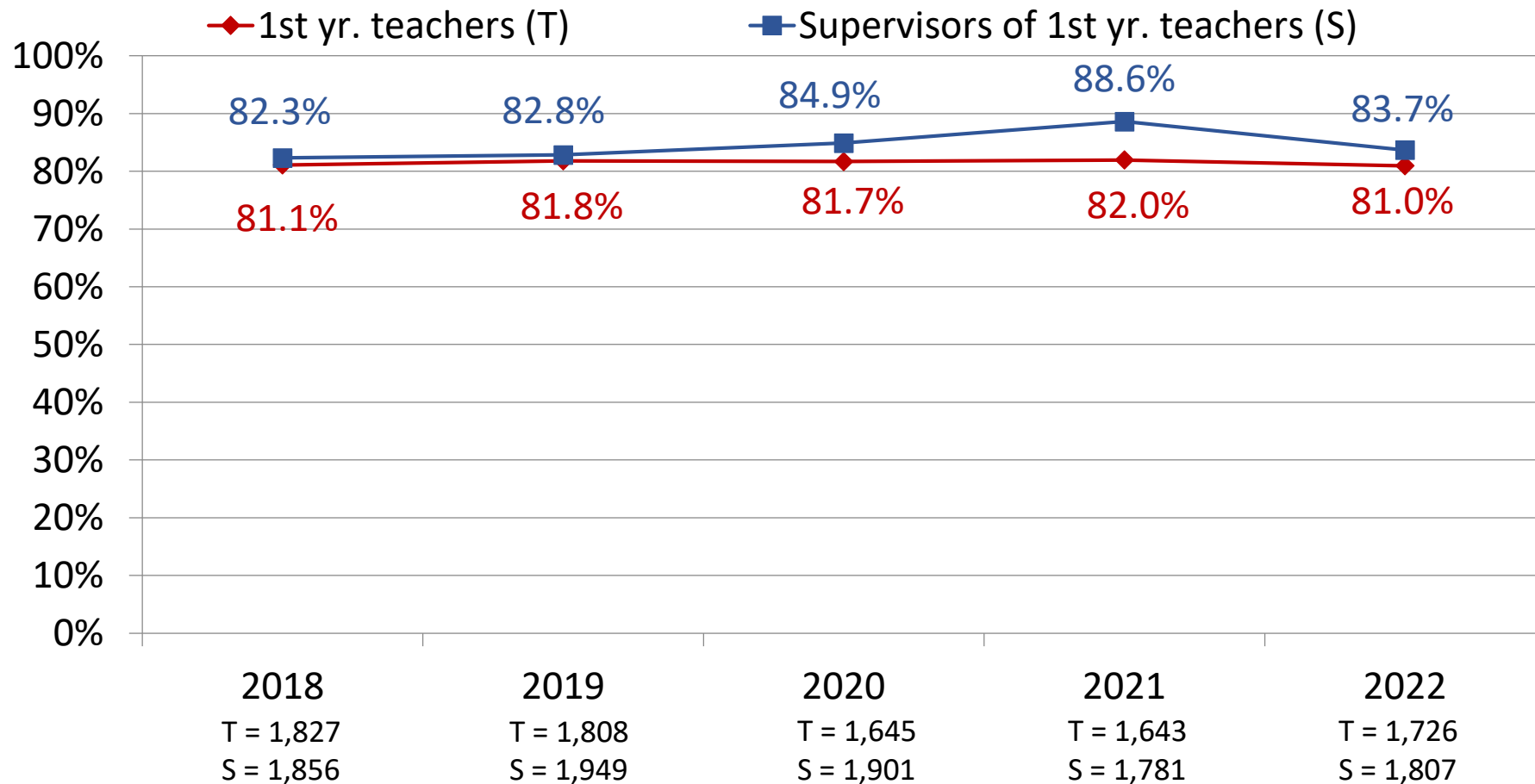
(% Agree or Strongly Agree)





Prepared to use technology to enhance student learning

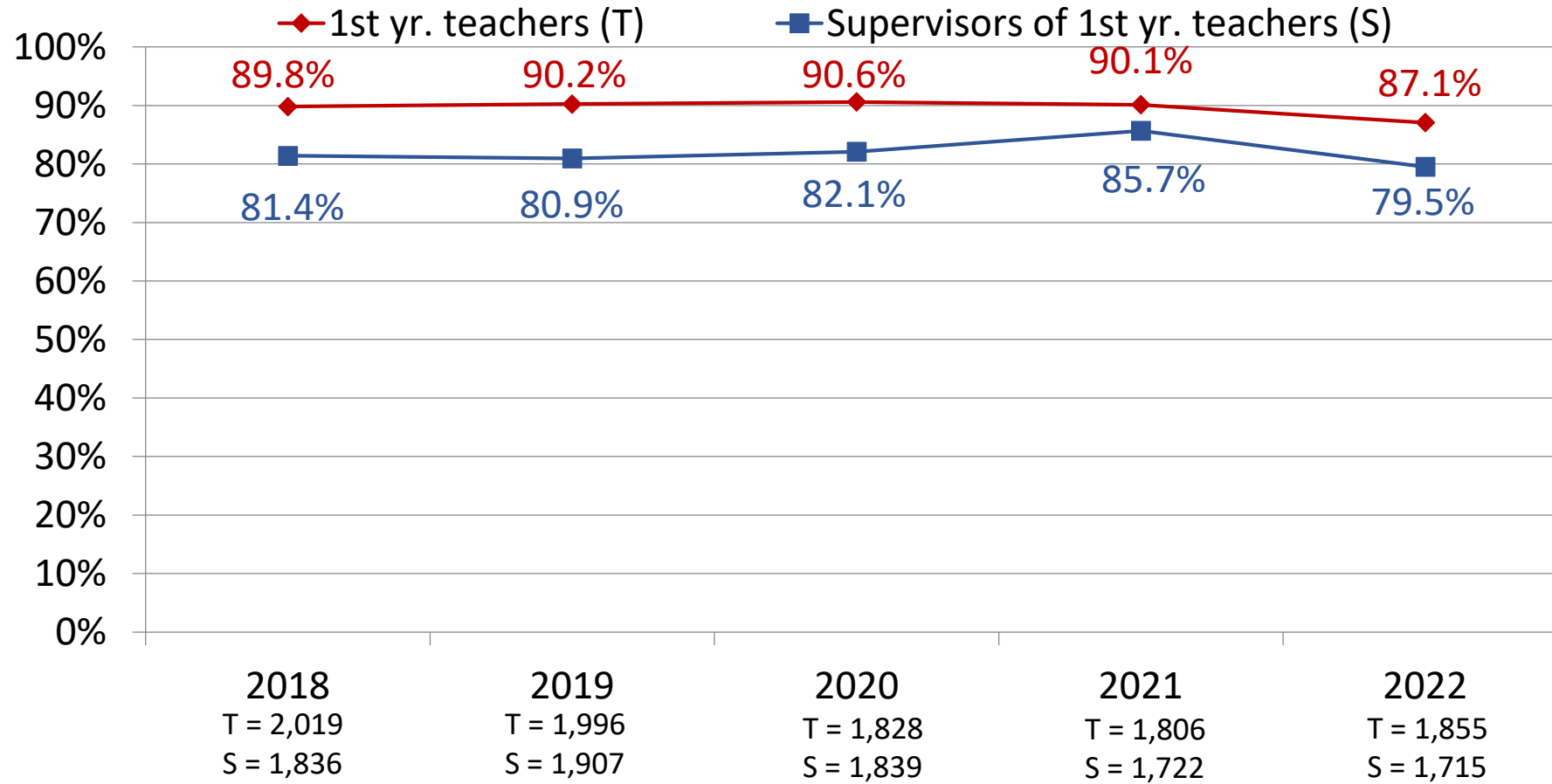
(% Agree or Strongly Agree)





Prepared to create a classroom environment that encourages student engagement

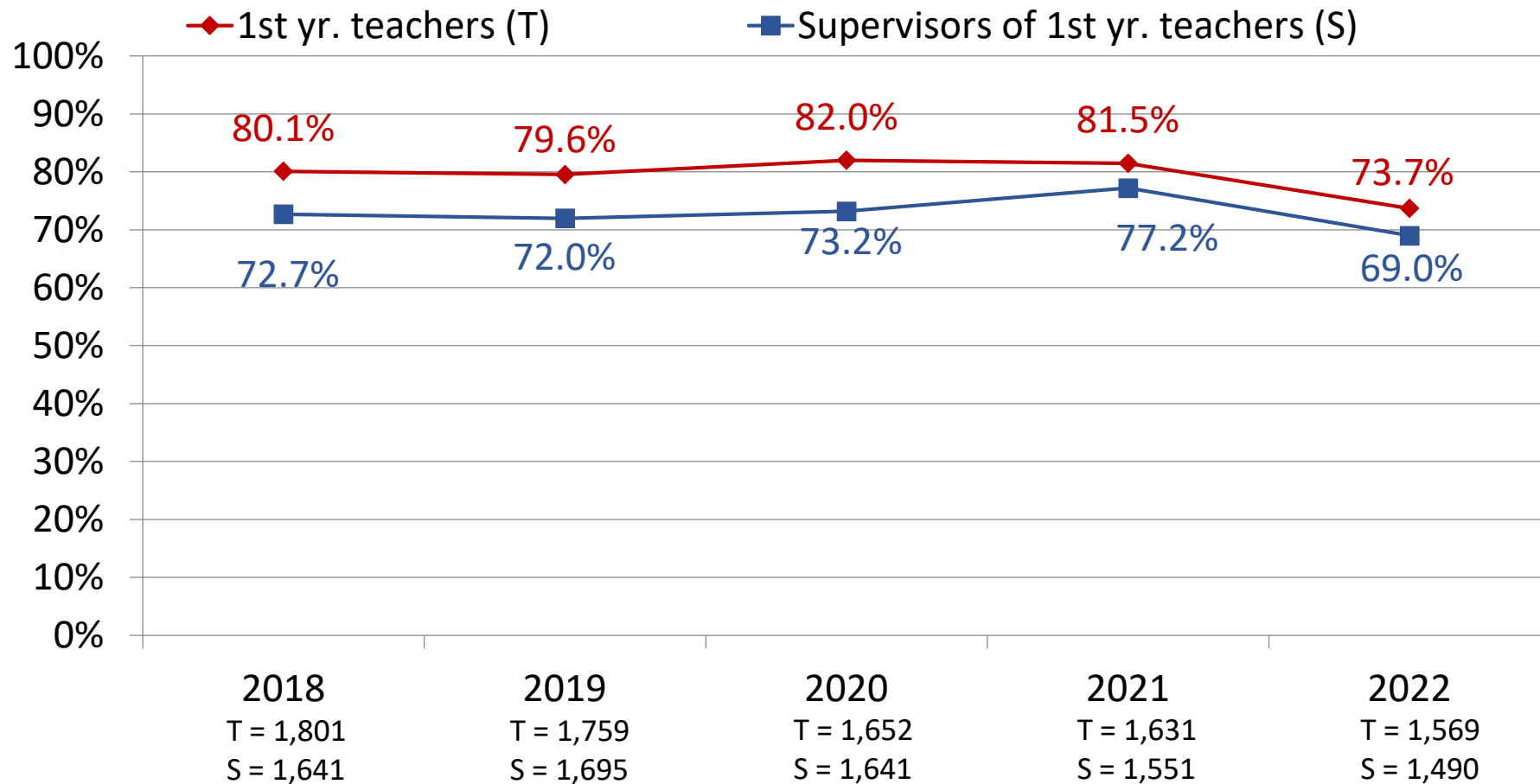
(% Agree or Strongly Agree)





Prepared to use a variety of classroom management strategies

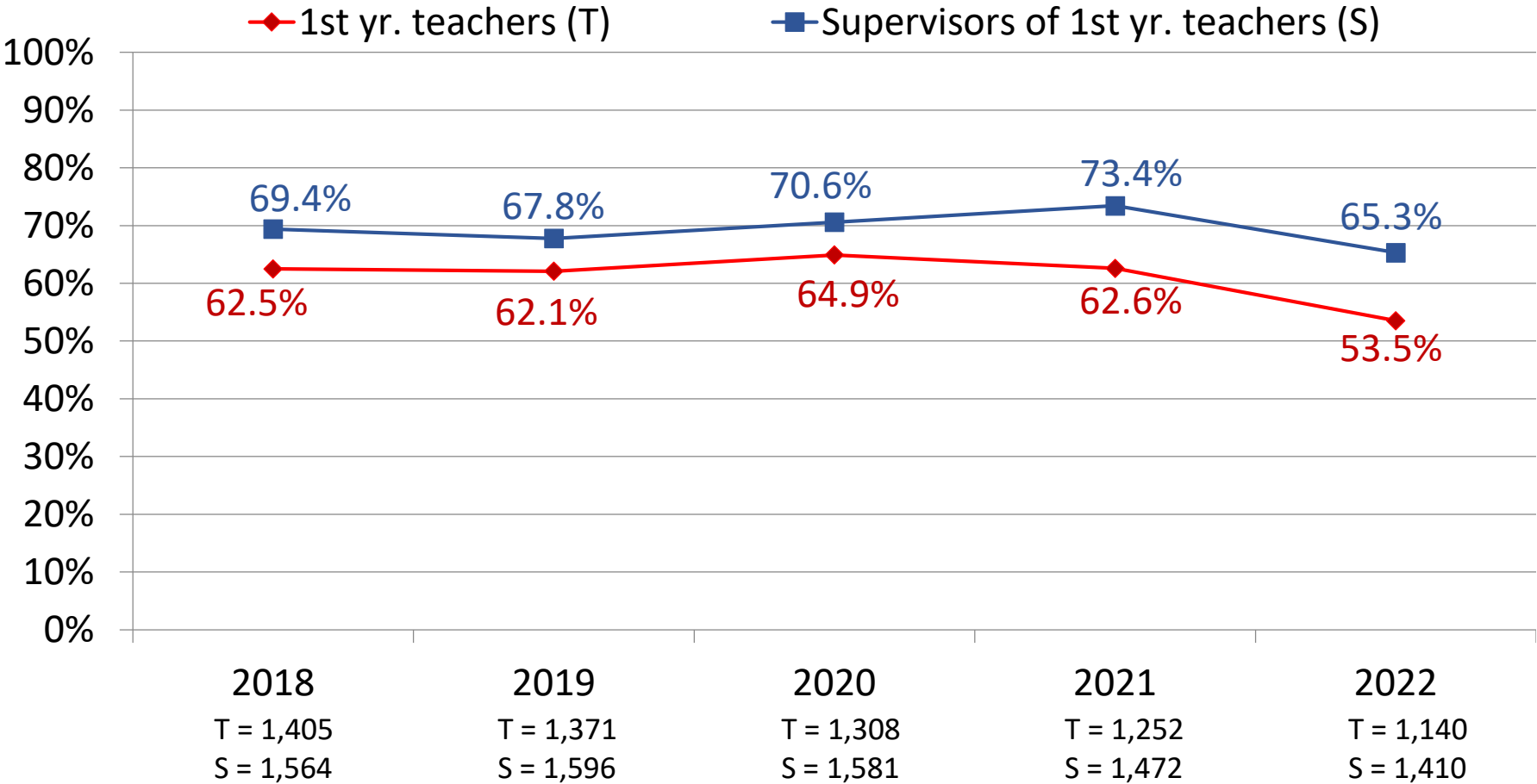
(% Agree or Strongly Agree)





Prepared to manage a variety of discipline issues

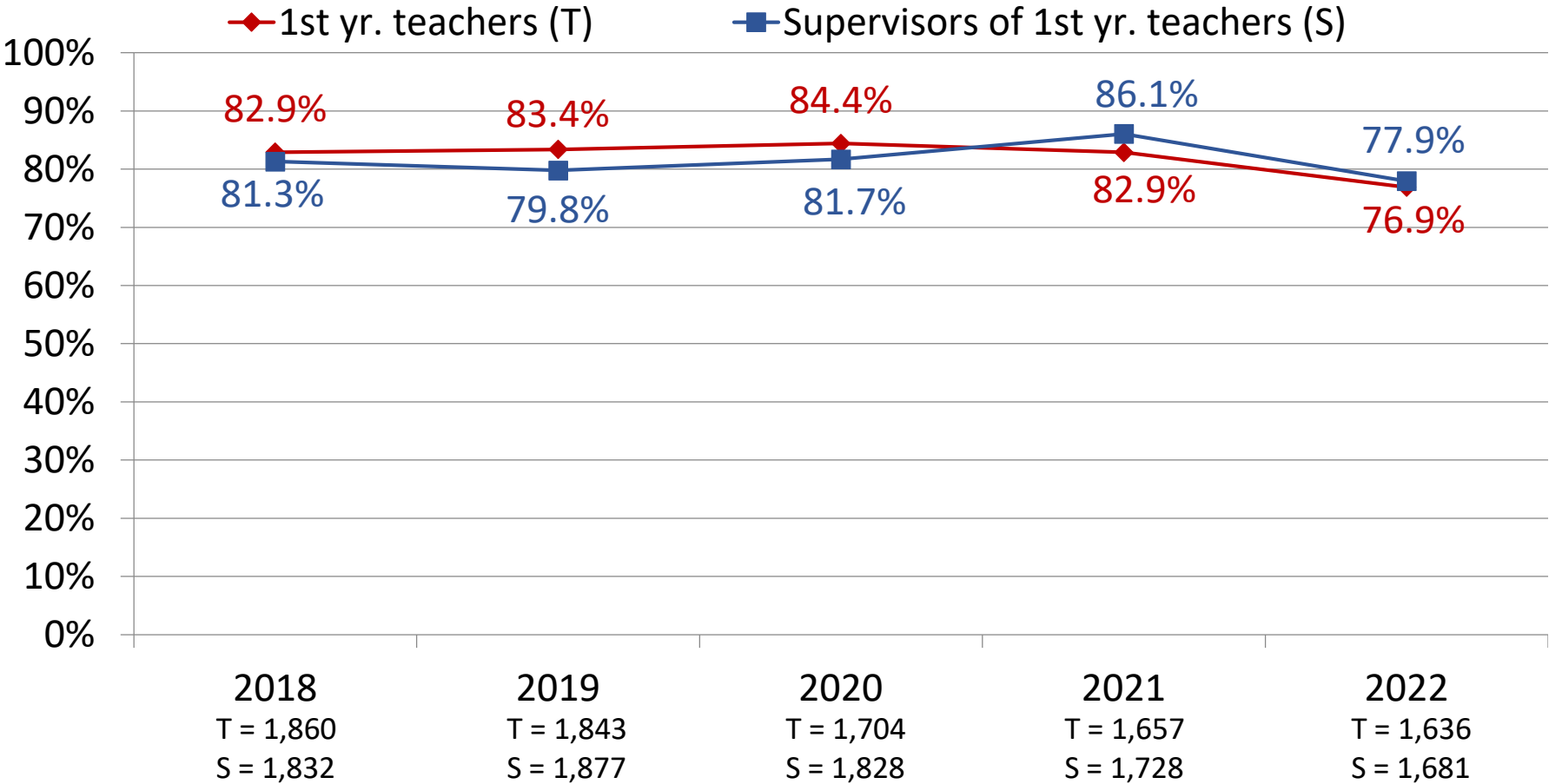
(% Agree or Strongly Agree)





Prepared to motivate students to learn

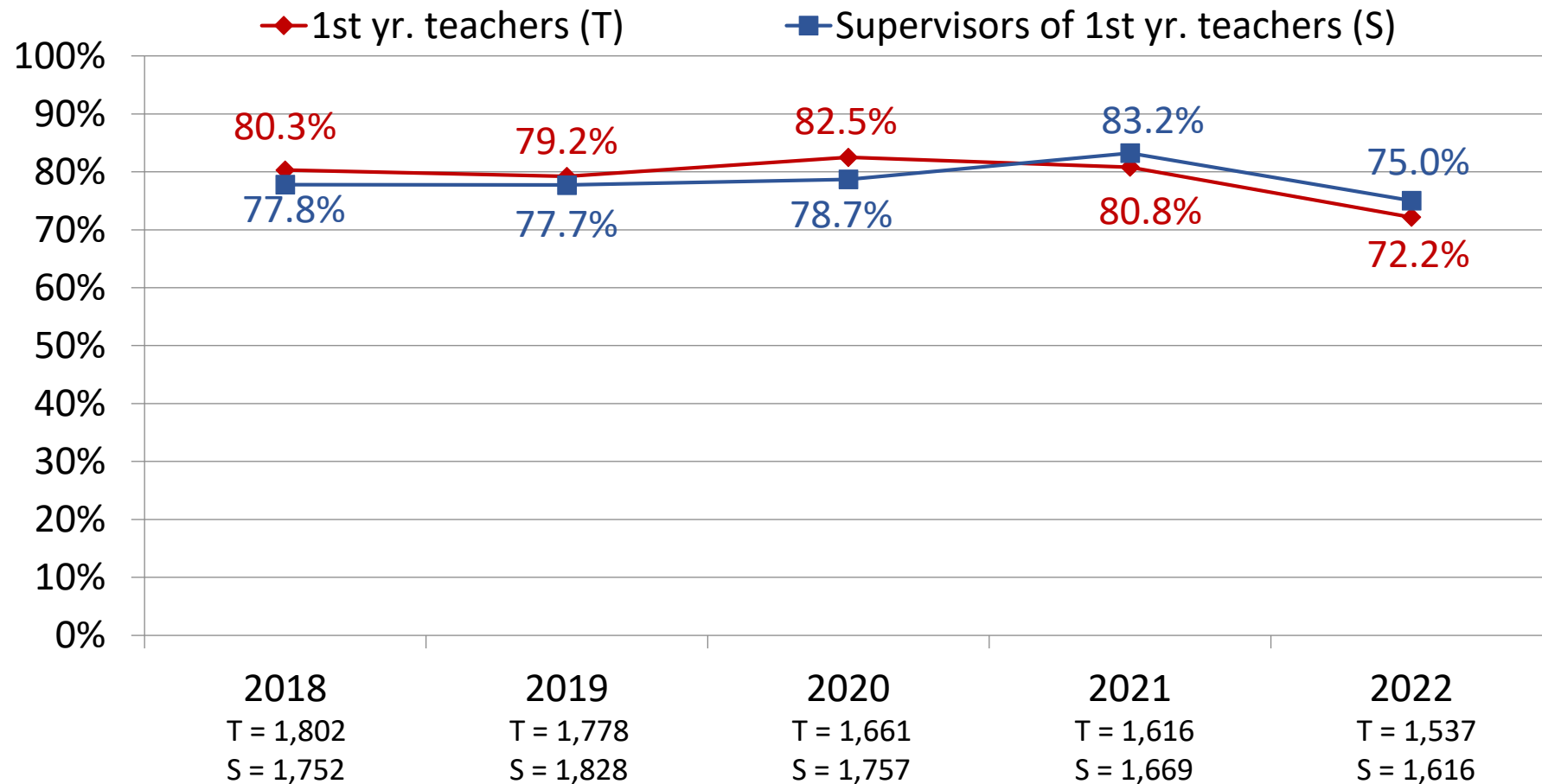
(% Agree or Strongly Agree)





Prepared to keep students on task

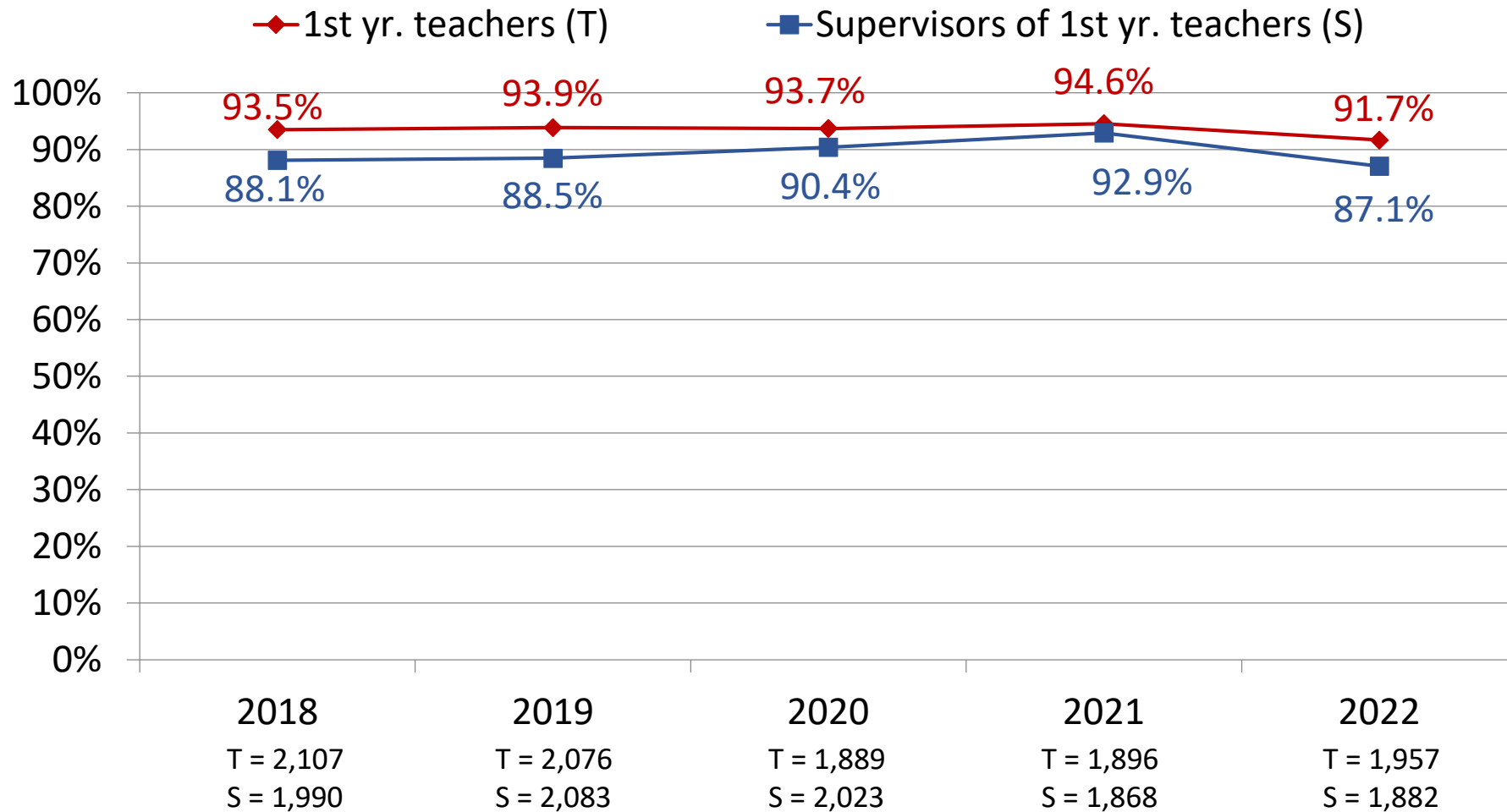
(% Agree or Strongly Agree)





Prepared to foster positive student relationships

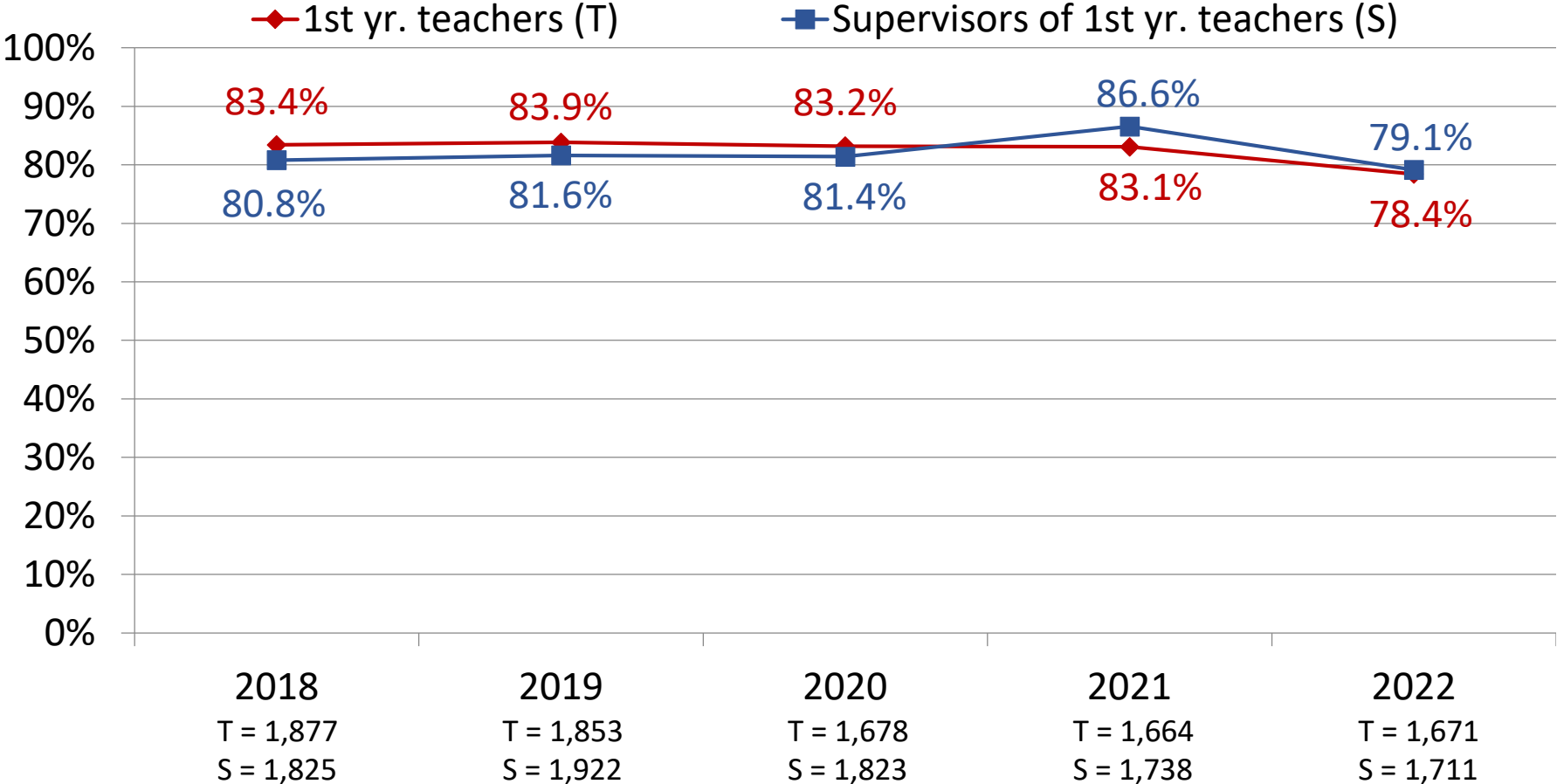
(% Agree or Strongly Agree)





Prepared to facilitate smooth transitions for students

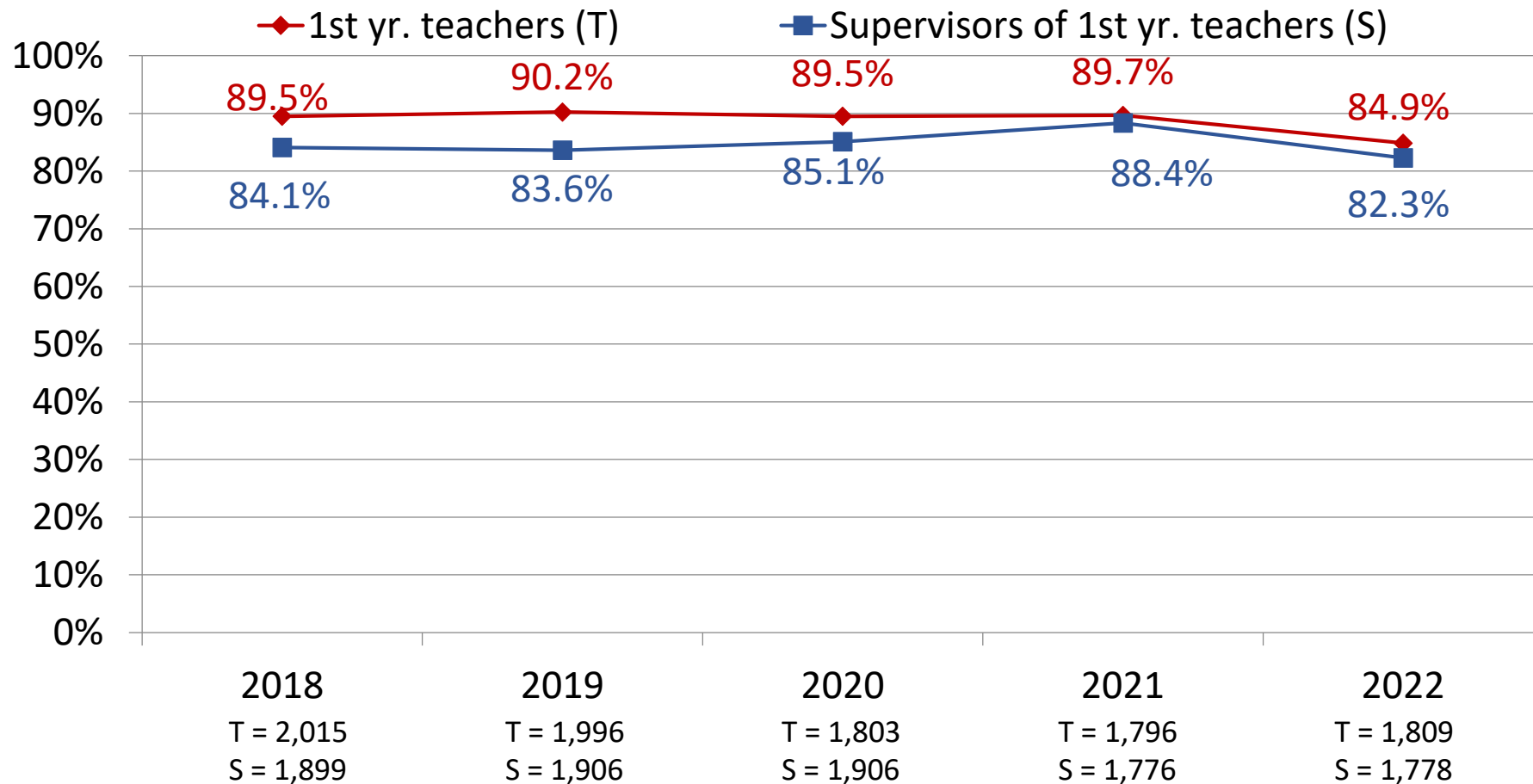
(% Agree or Strongly Agree)





Prepared to use effective communication strategies to foster learning

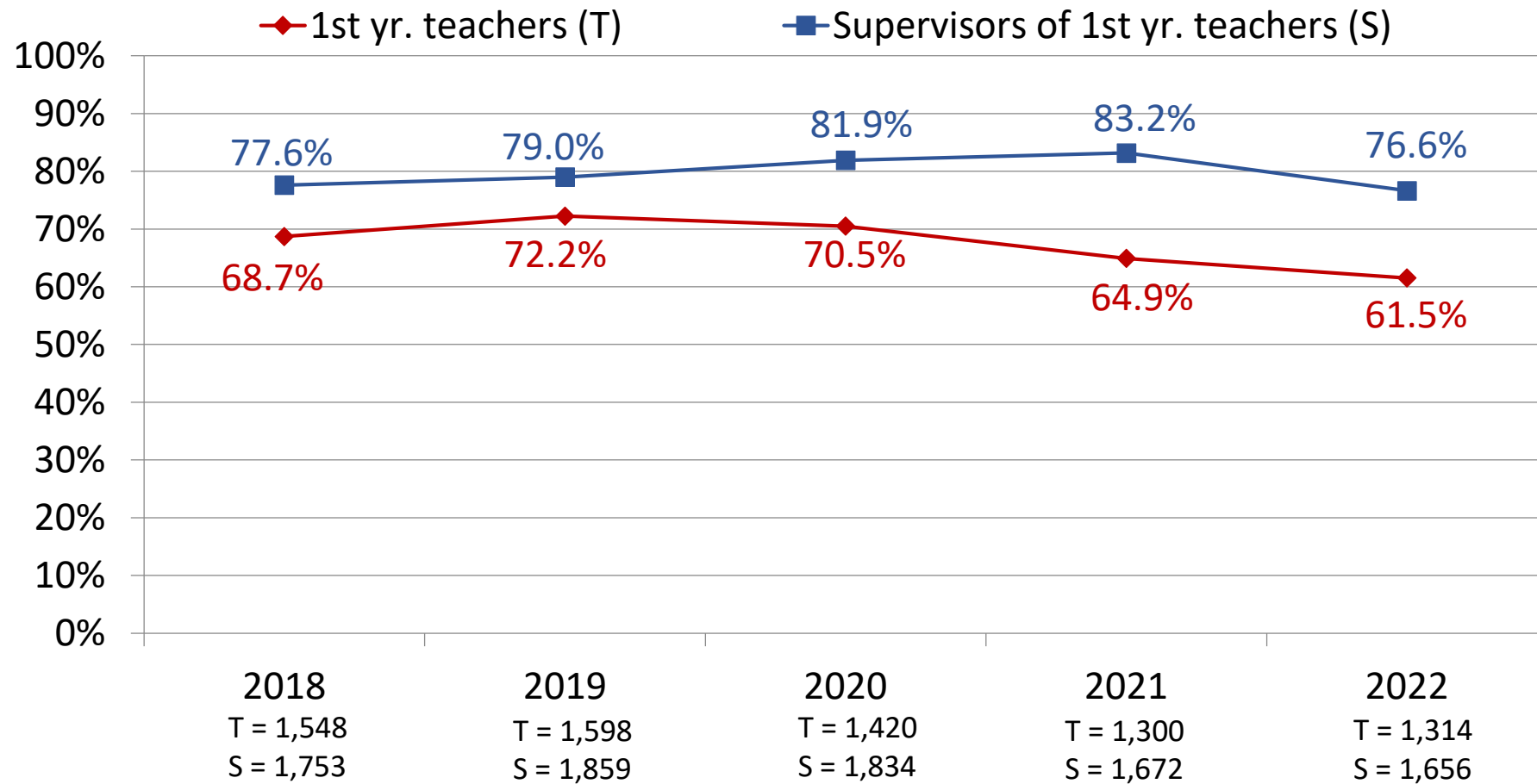
(% Agree or Strongly Agree)





Prepared to effectively communicate with parents

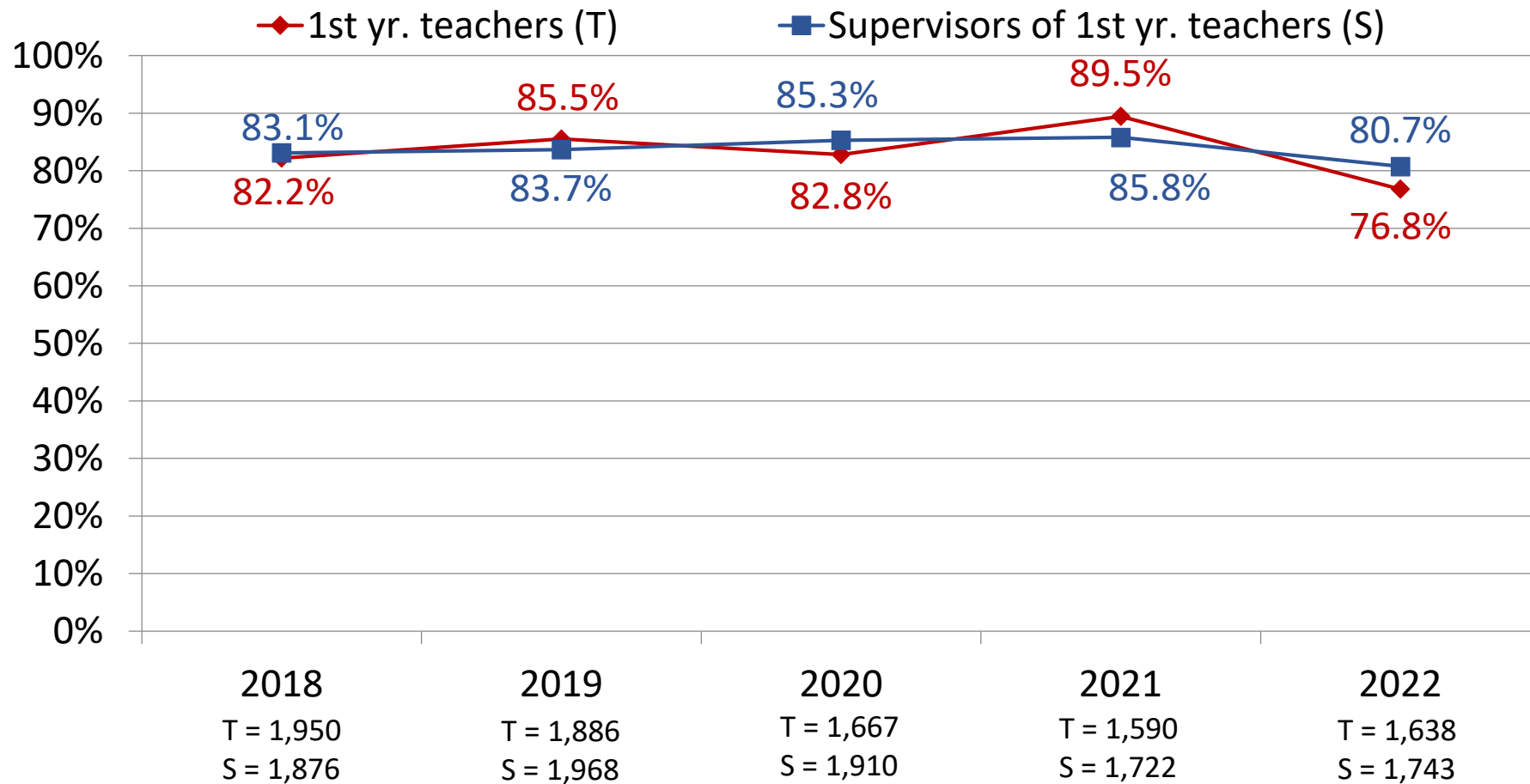
(% Agree or Strongly Agree)





Prepared to effectively communicate with all staff

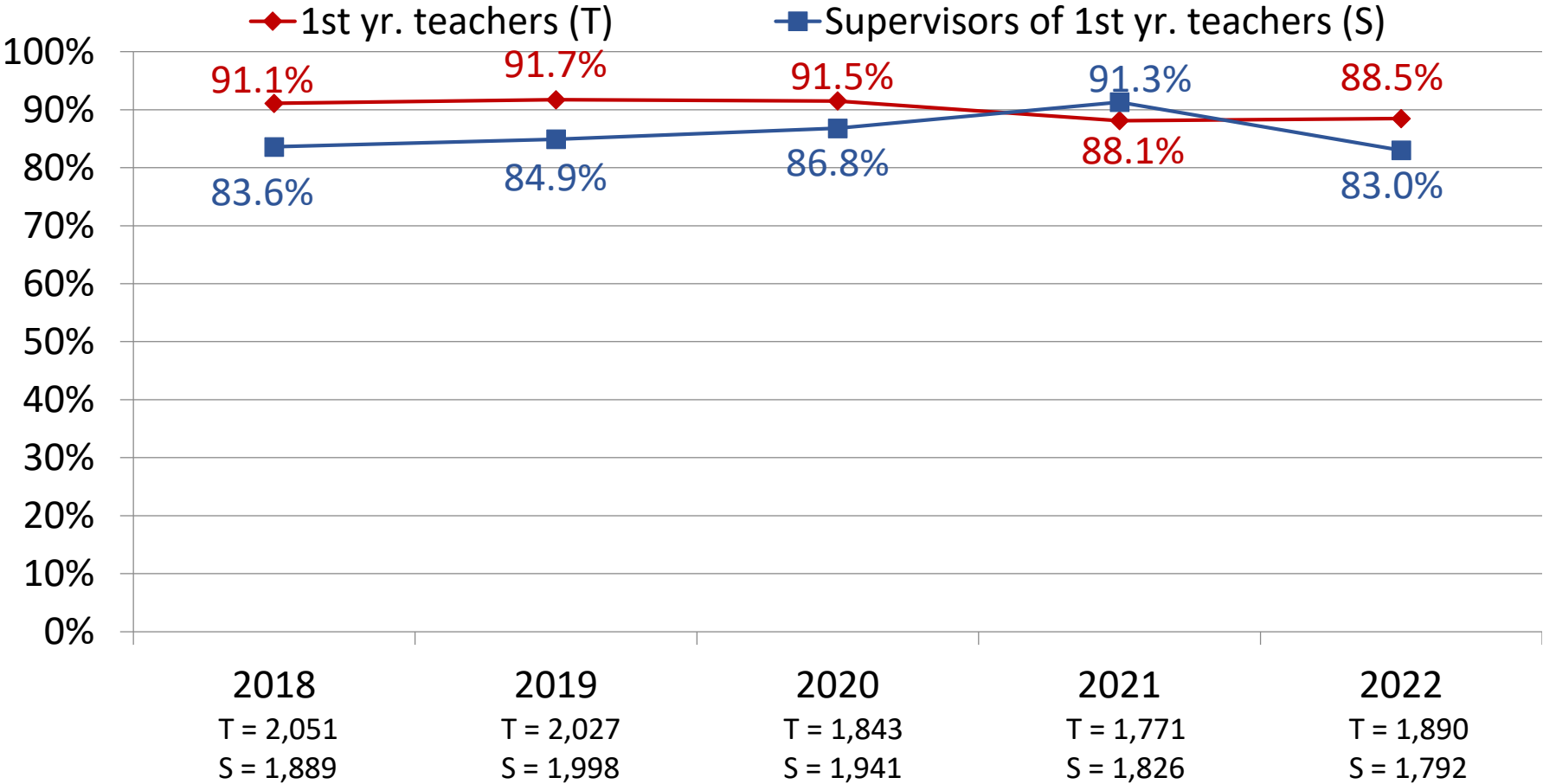
(% Agree or Strongly Agree)





Prepared to promote respect for diverse cultures, genders, and intellectual/physical abilities

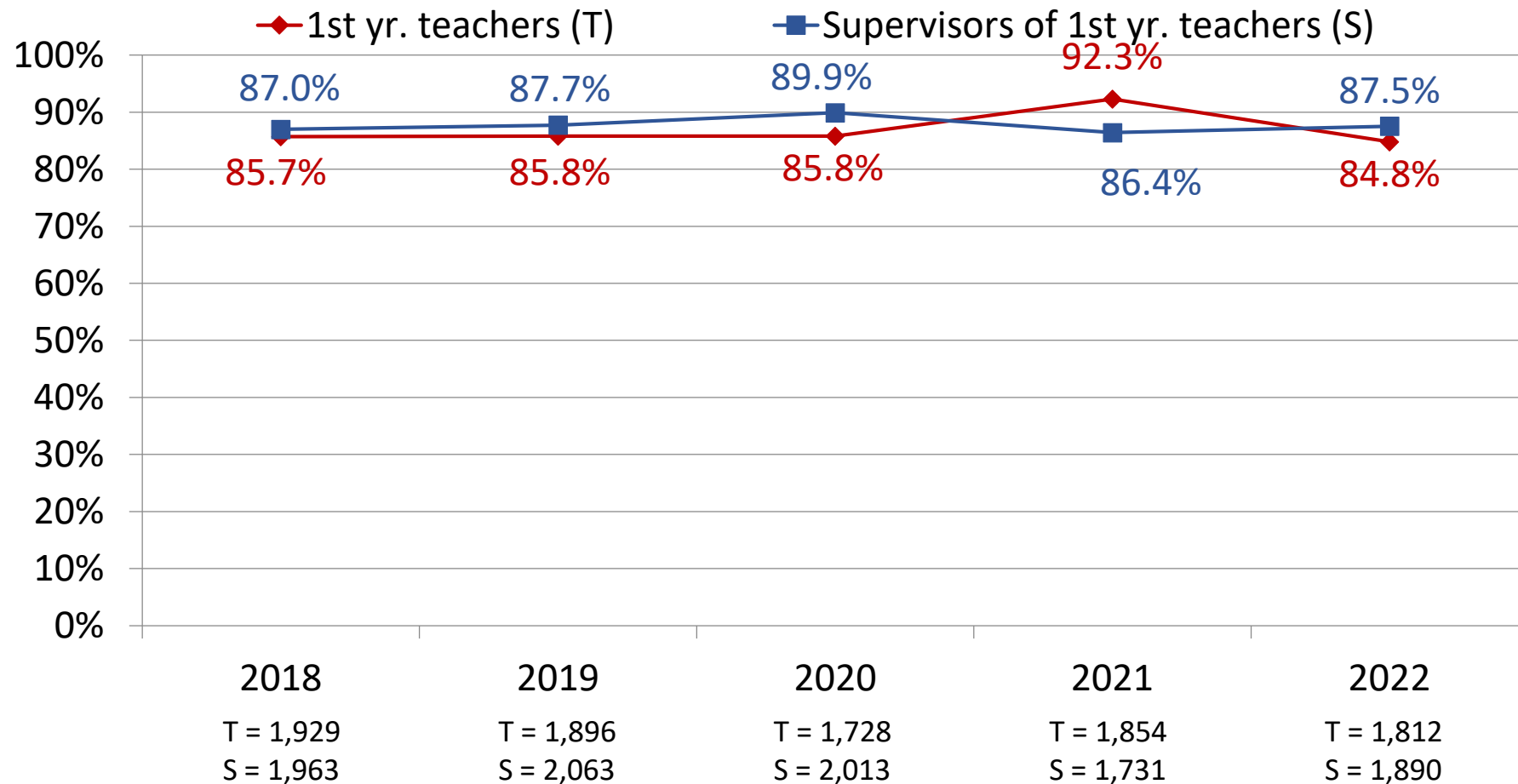
(% Agree or Strongly Agree)





Prepared to use technology as a communication tool

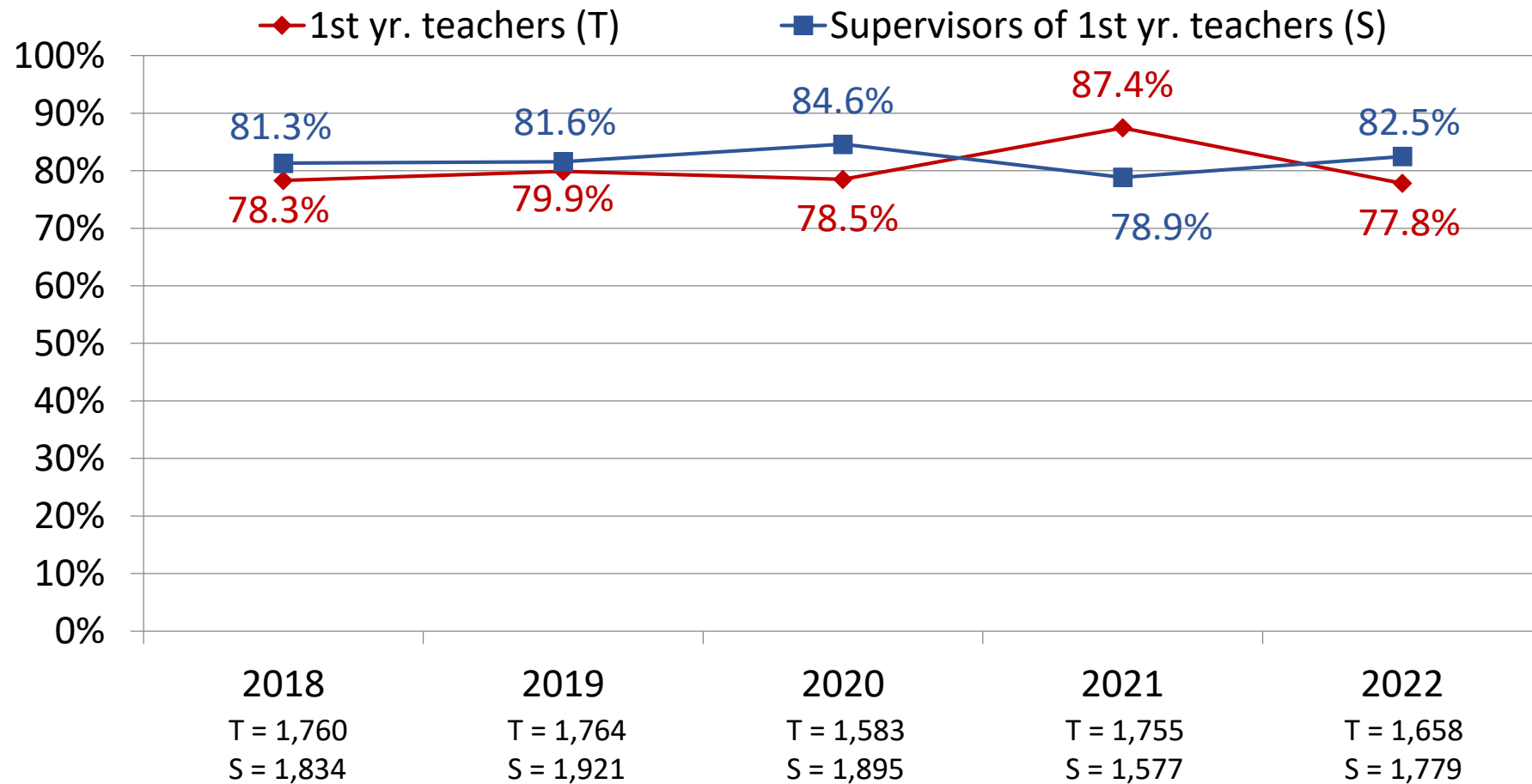
(% Agree or Strongly Agree)





Prepared to enhance students skills in using technology as a communication tool

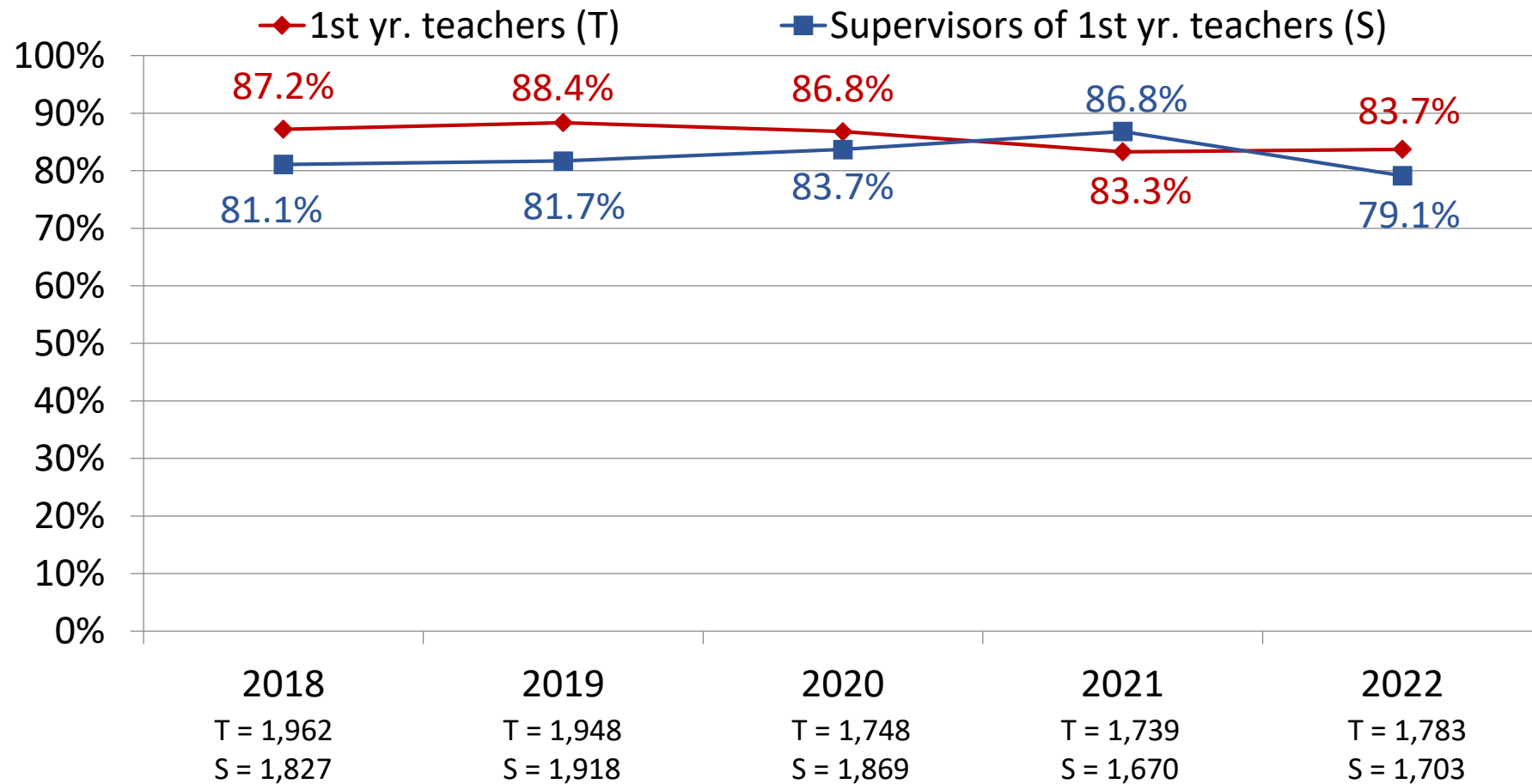
(% Agree or Strongly Agree)





Prepared to use assessments to evaluate learning

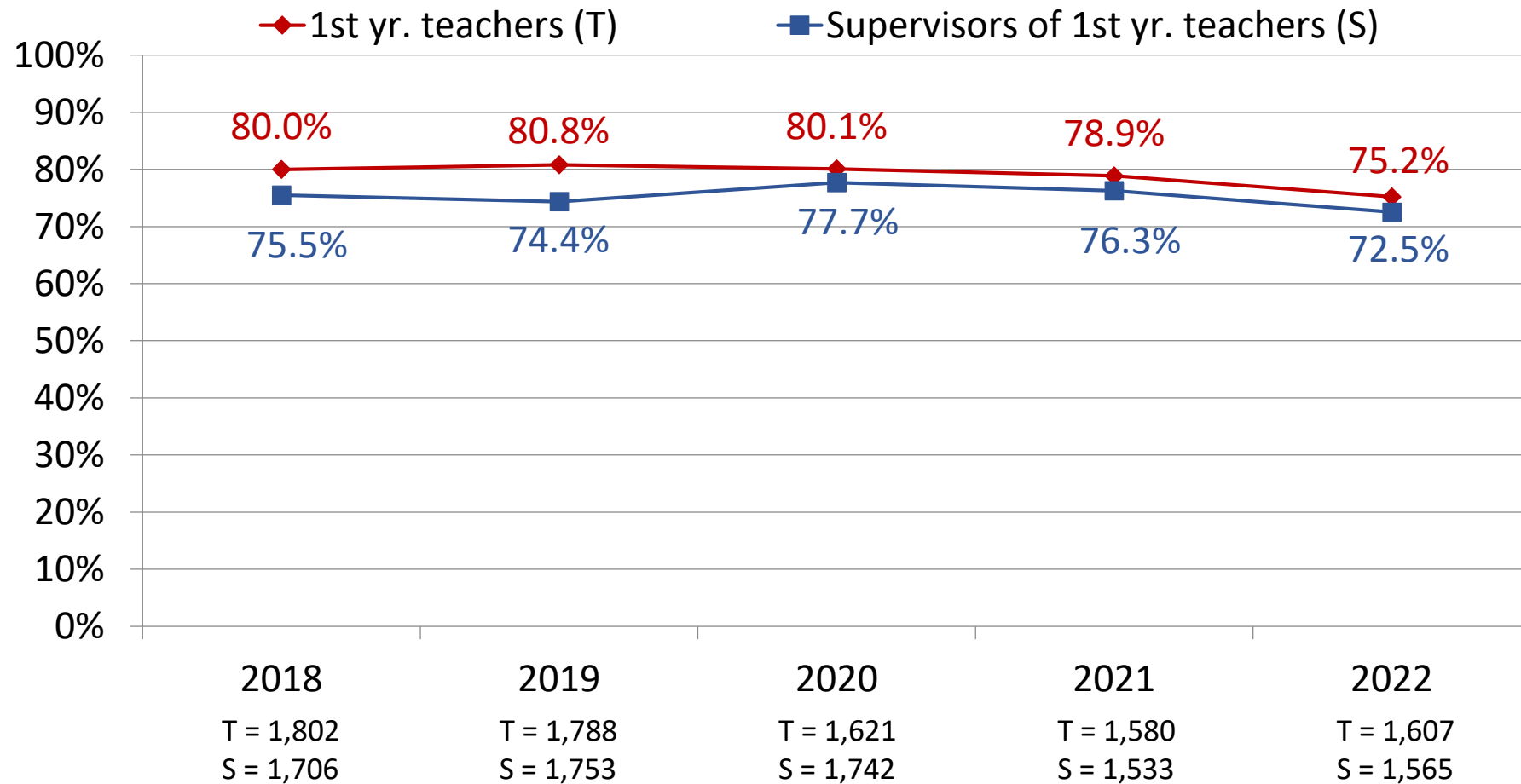
(% Agree or Strongly Agree)





Prepared to develop assessments to evaluate learning

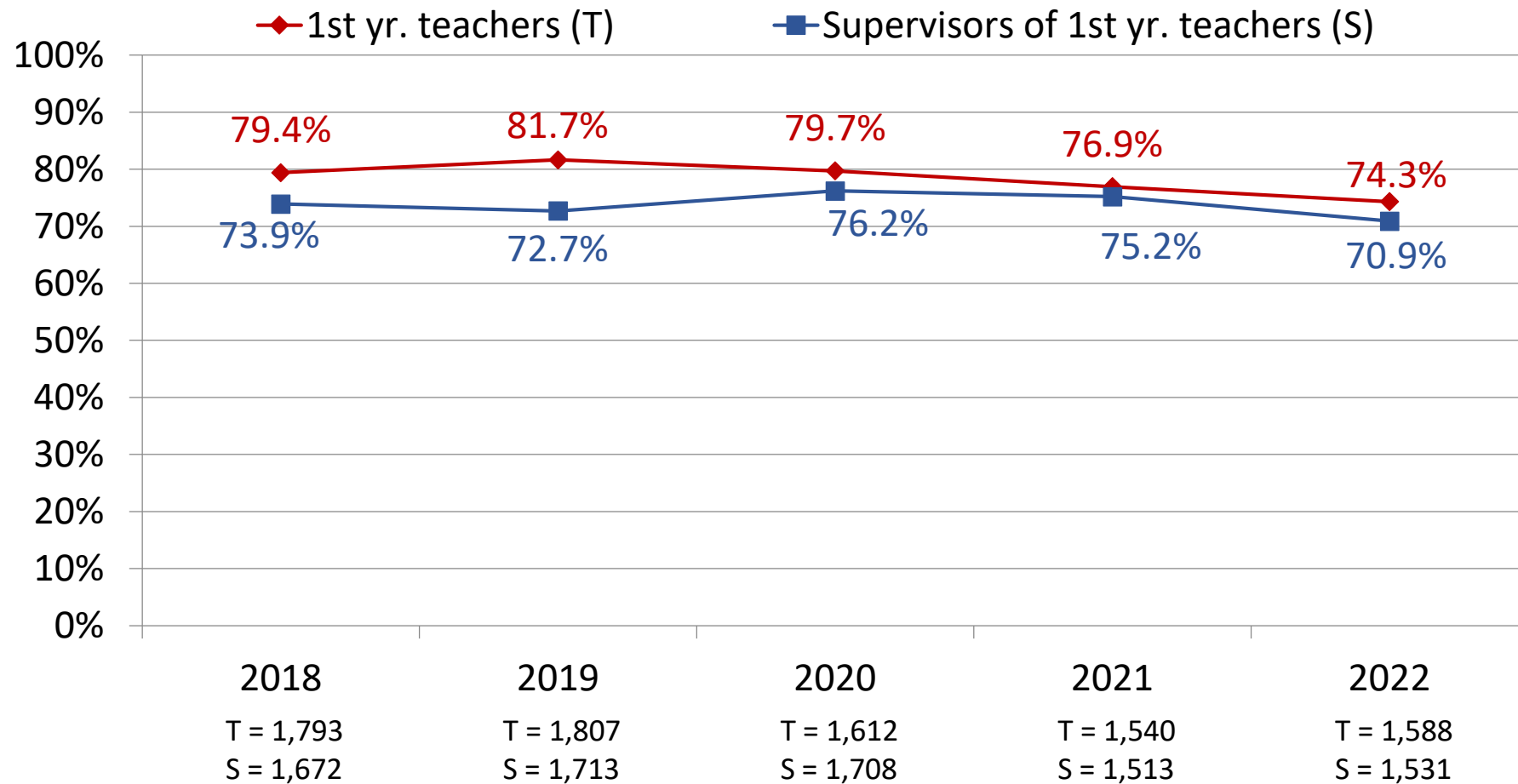
(% Agree or Strongly Agree)





Prepared to analyze assessment data to improve instruction

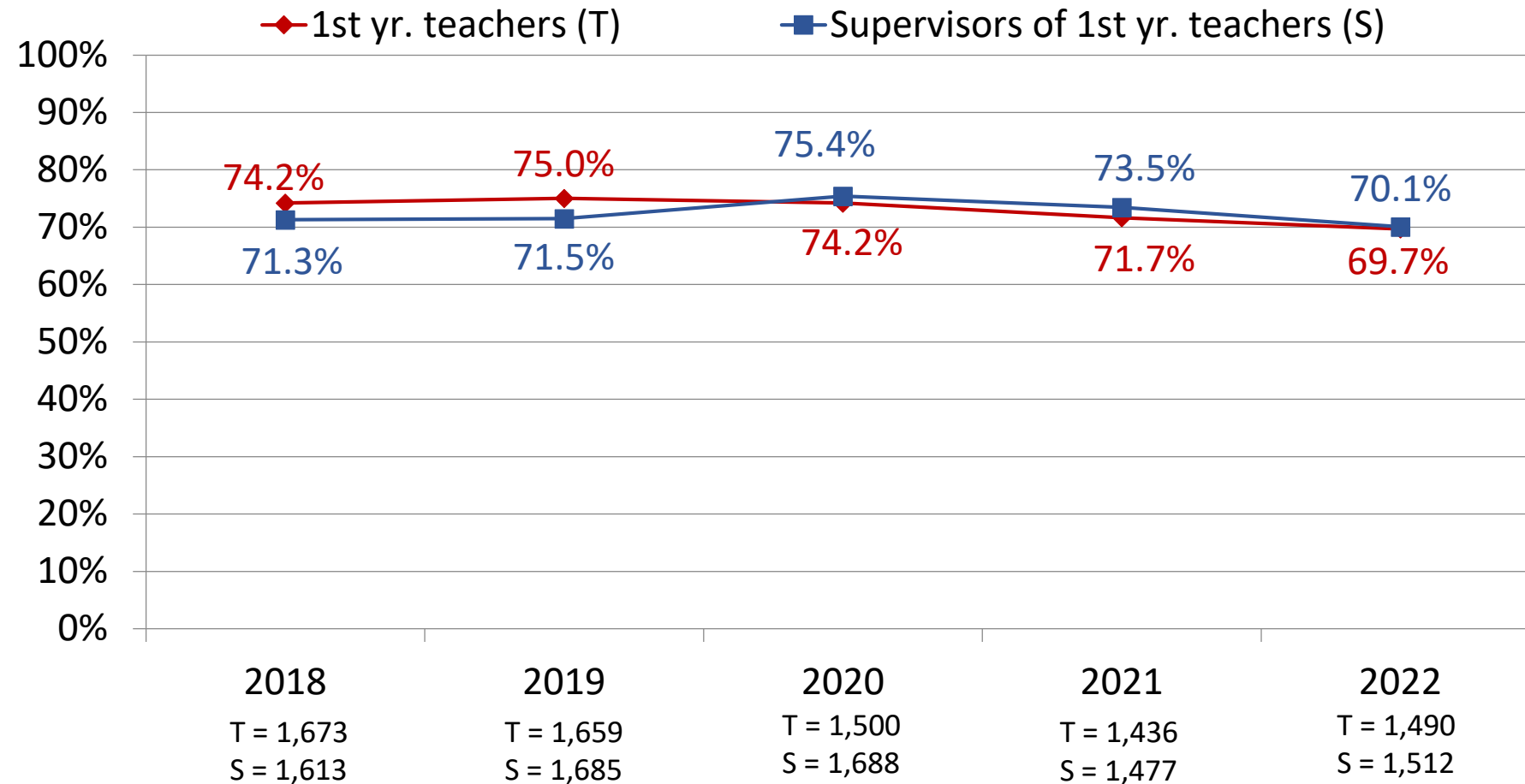
(% Agree or Strongly Agree)





Prepared to help students set learning goals based on assessment results

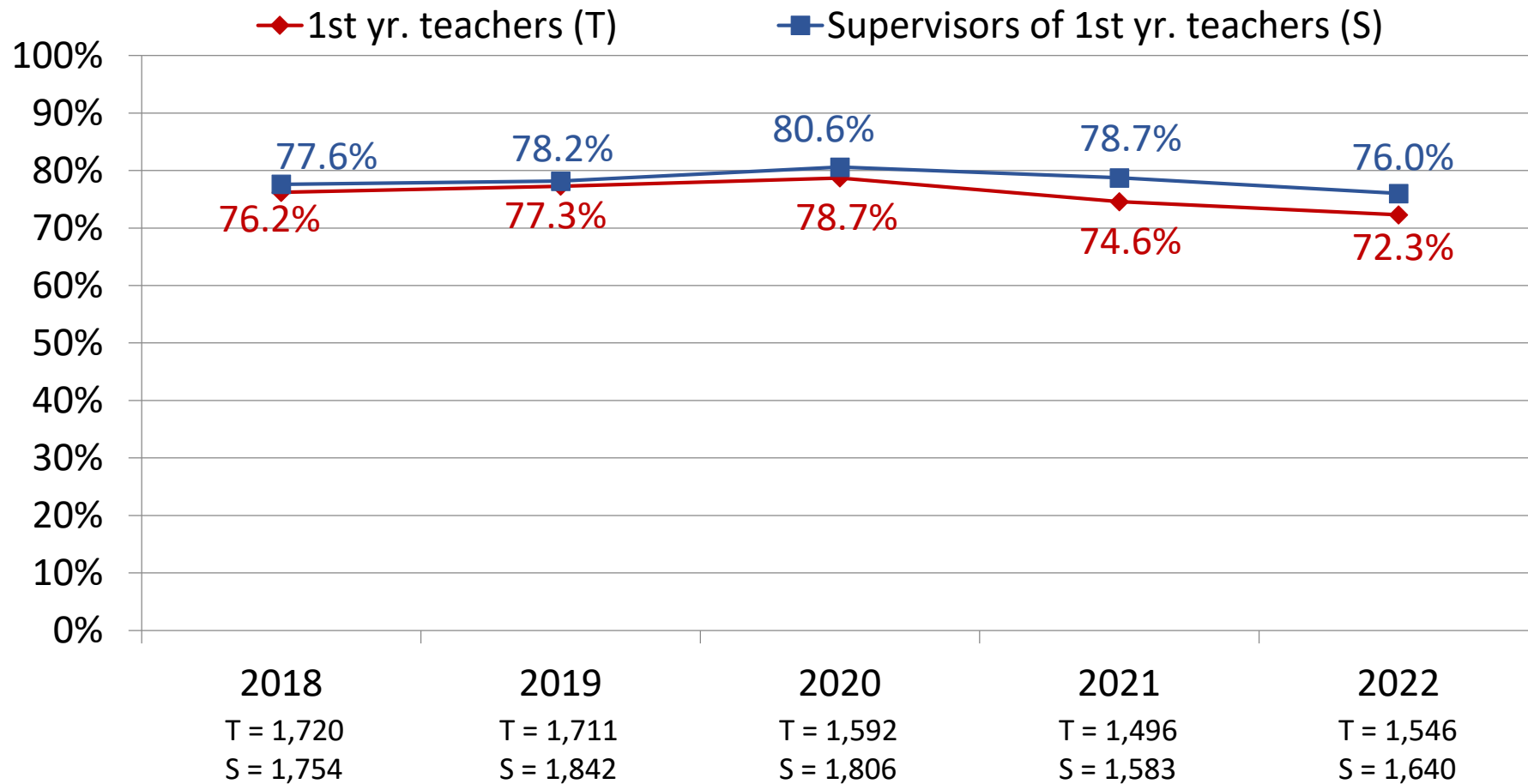
(% Agree or Strongly Agree)





Prepared to work with colleagues to set learning goals using assessment results

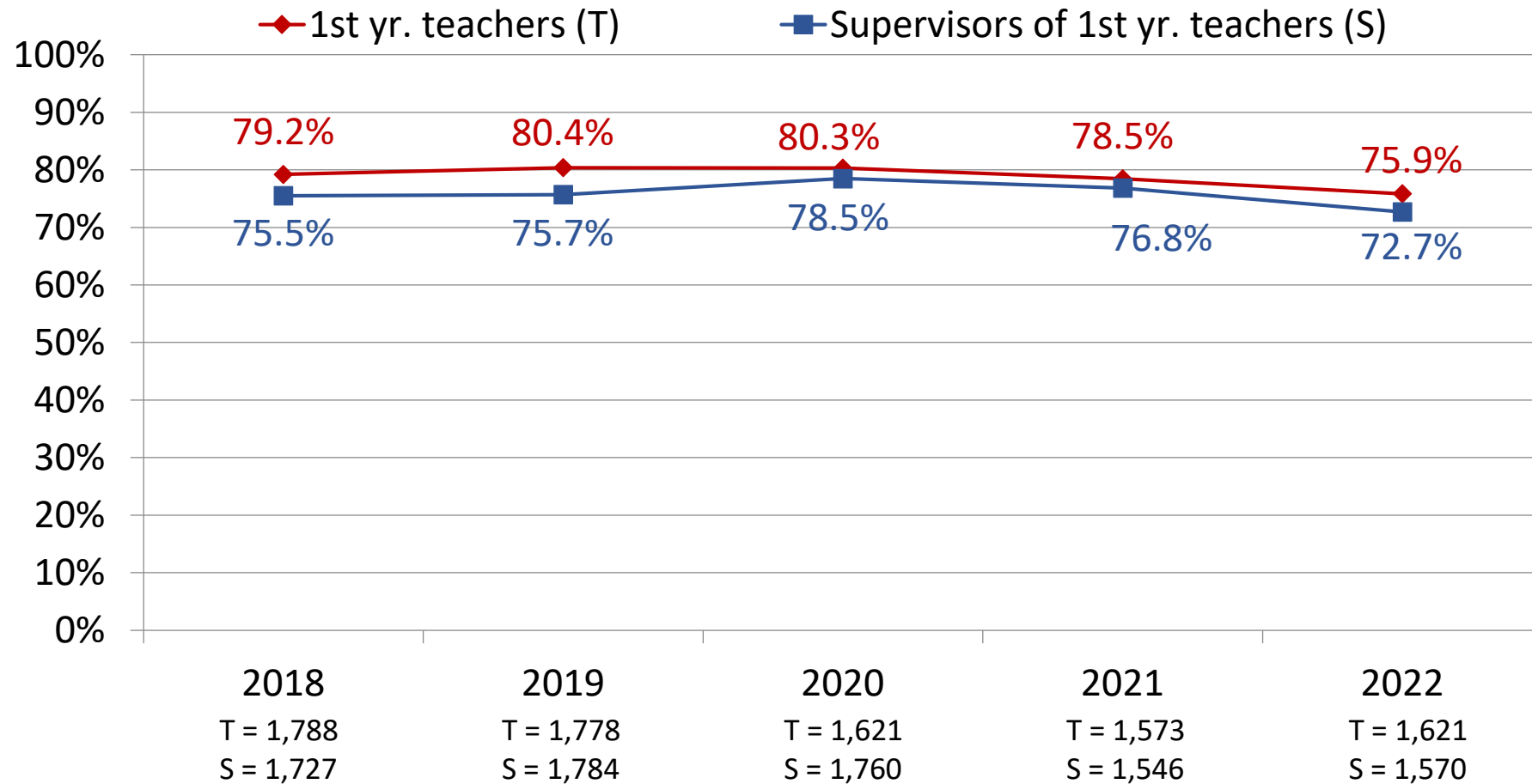
(% Agree or Strongly Agree)





Prepared to analyze data to reflect on areas for professional growth

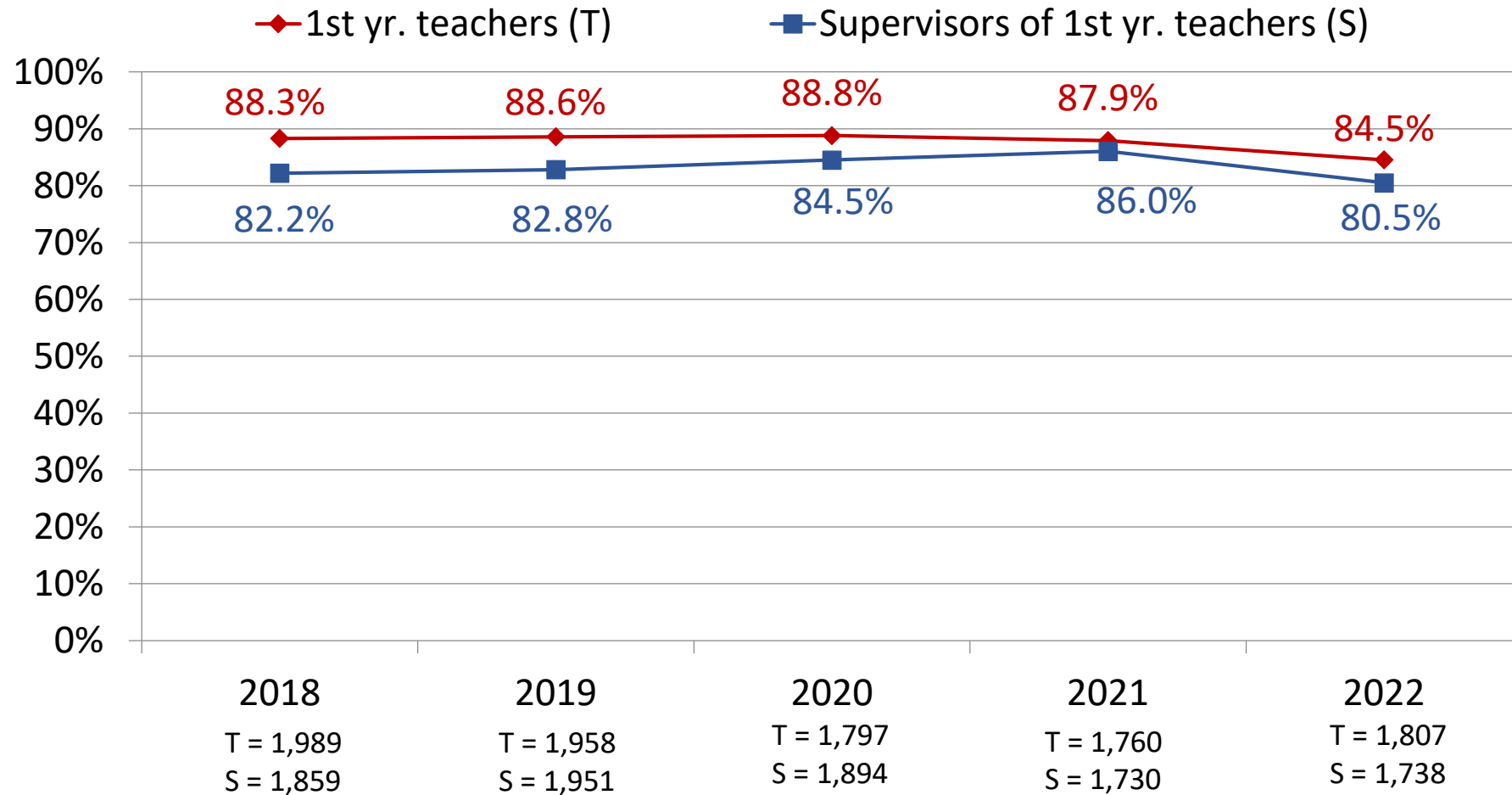
(% Agree or Strongly Agree)





Prepared to reflect on my practices for professional growth

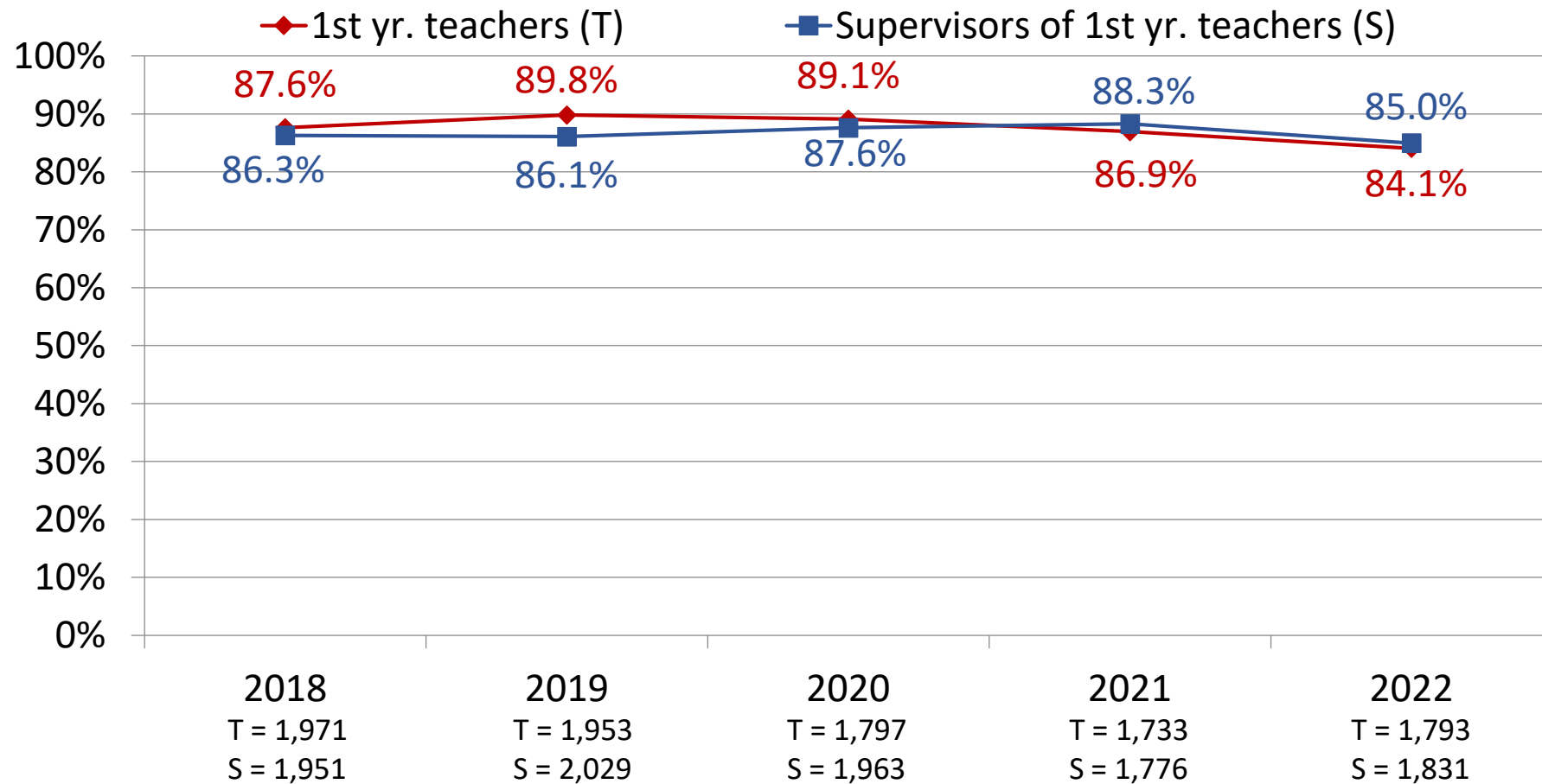
(% Agree or Strongly Agree)





Prepared to collaborate with colleagues to support student learning

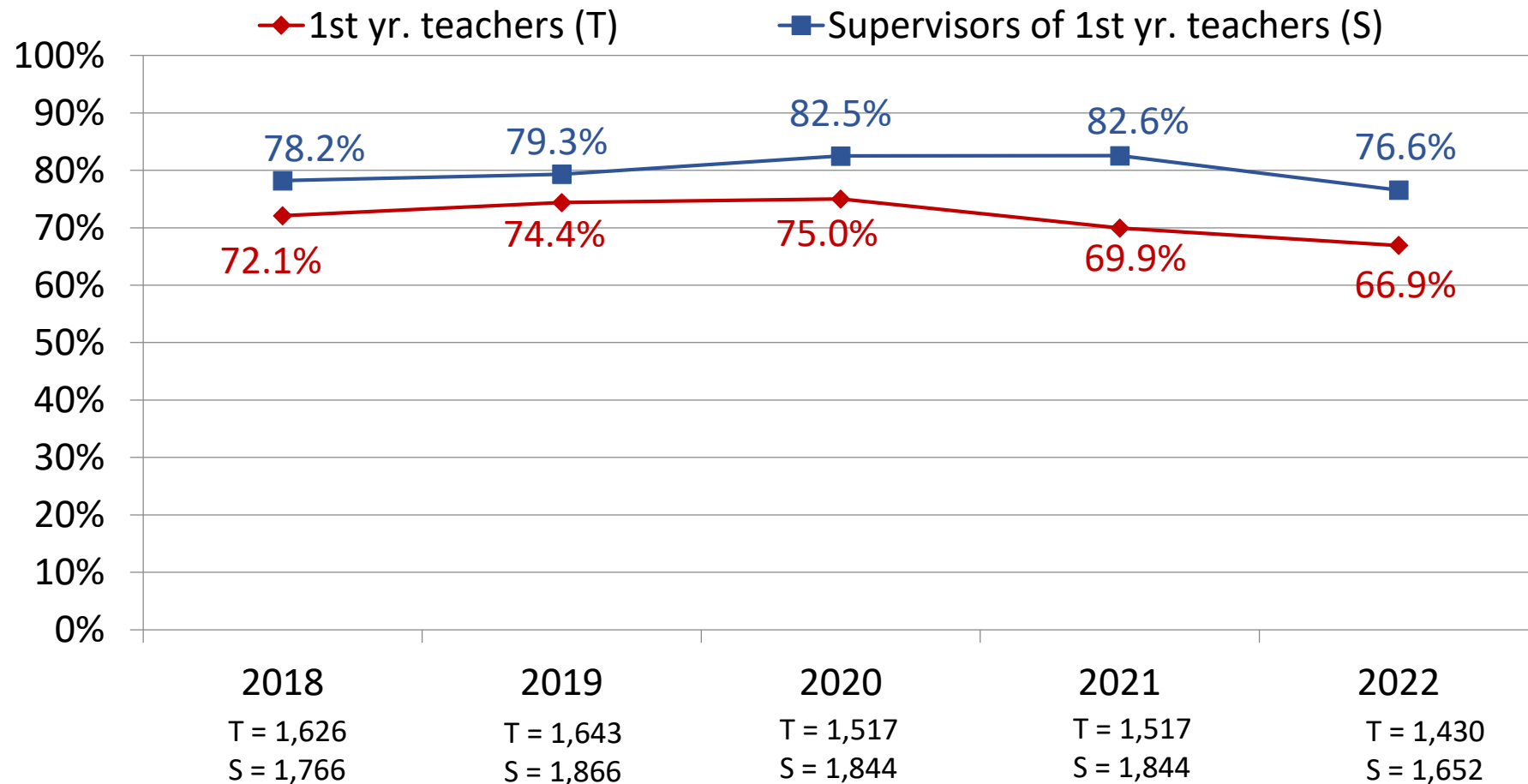
(% Agree or Strongly Agree)





Prepared to collaborate with parents to support student learning

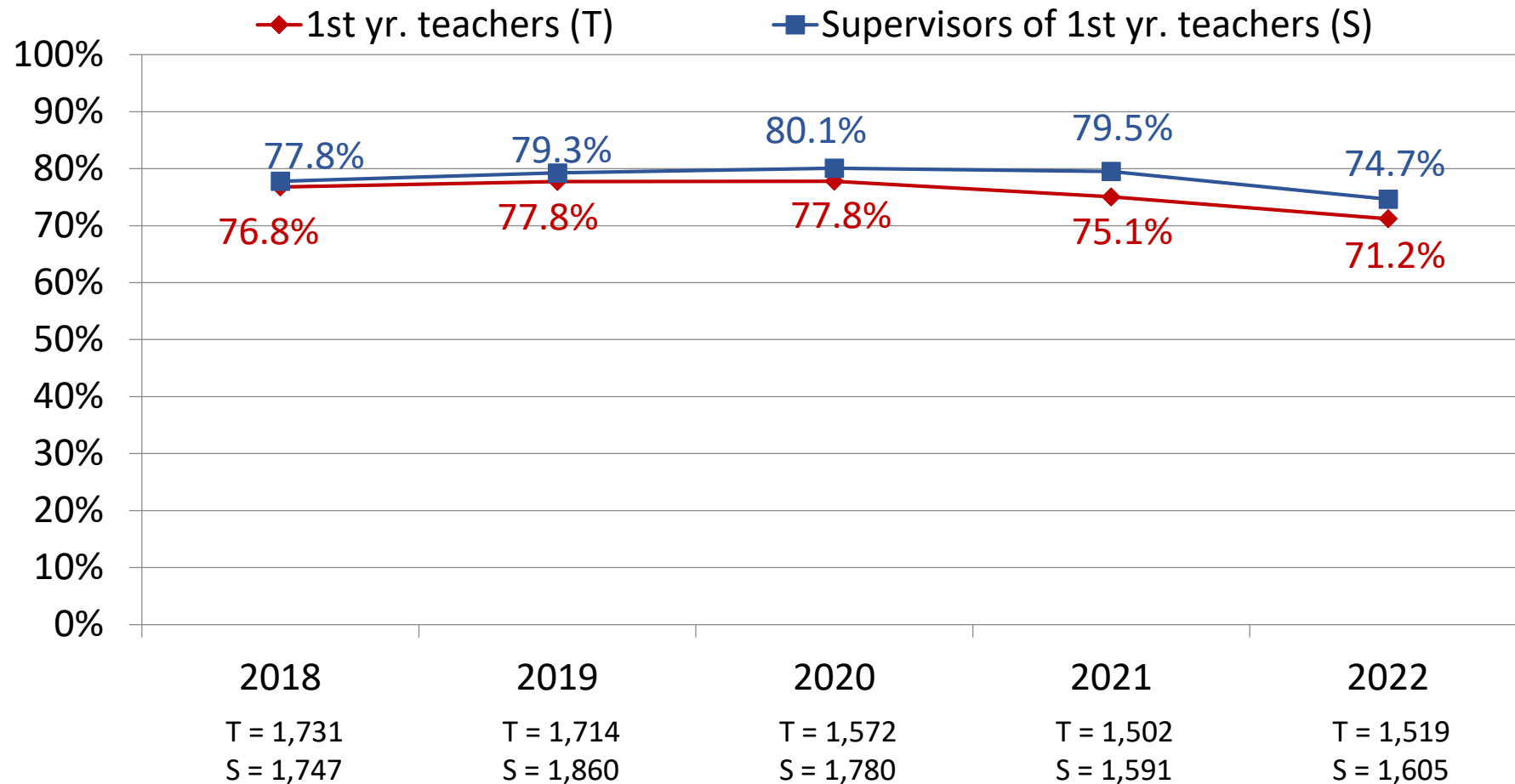
(% Agree or Strongly Agree)





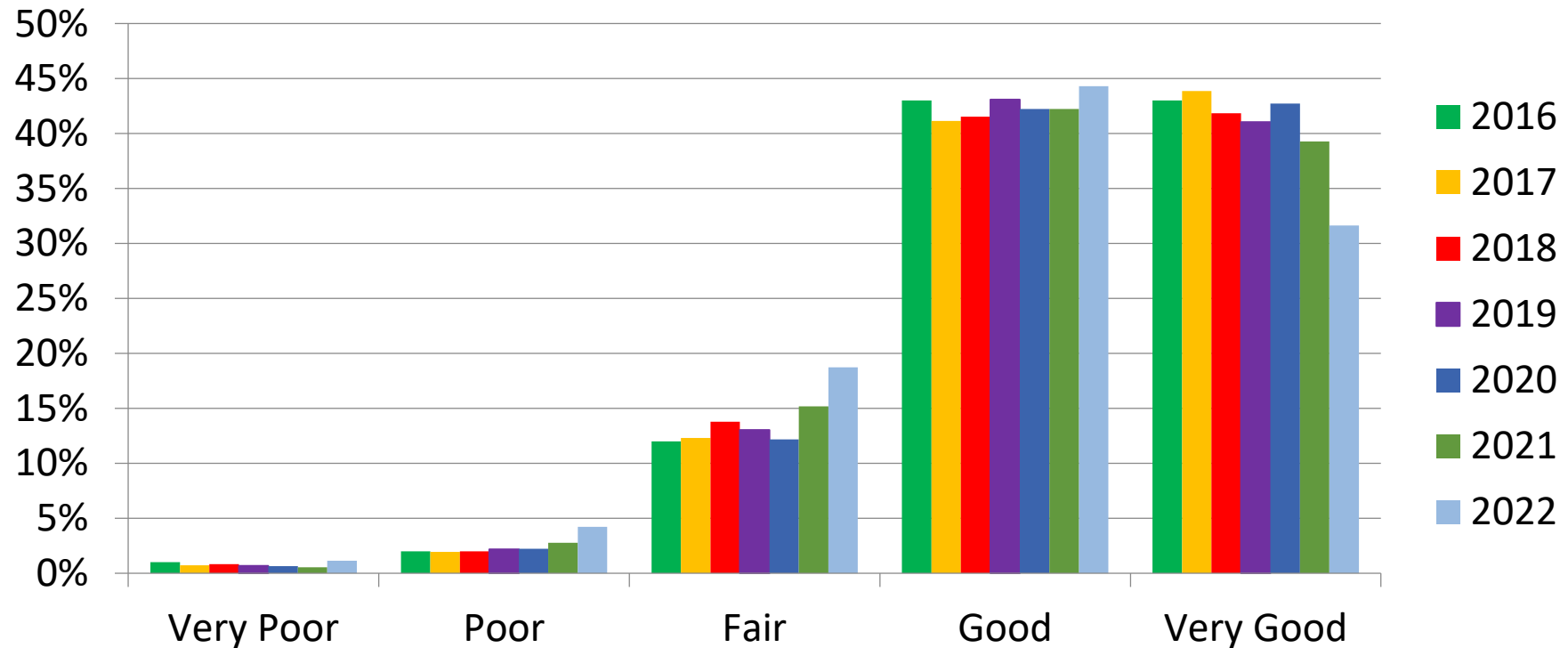
Prepared to participate in professional organizations

(% Agree or Strongly Agree)





What overall rating would you give the quality of the professional education program you completed?





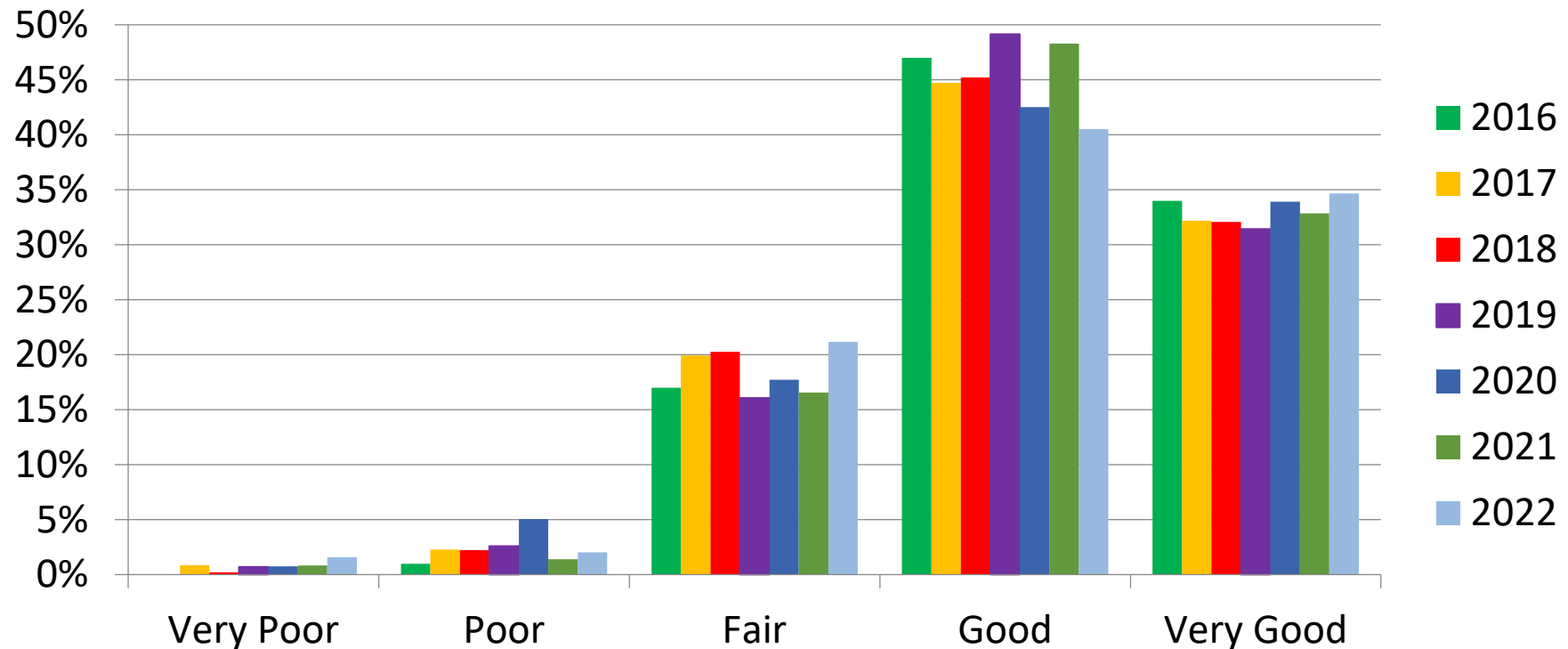
Did you complete any of your teacher preparation course work at a community college?

YES—21.1%

NO—78.9%

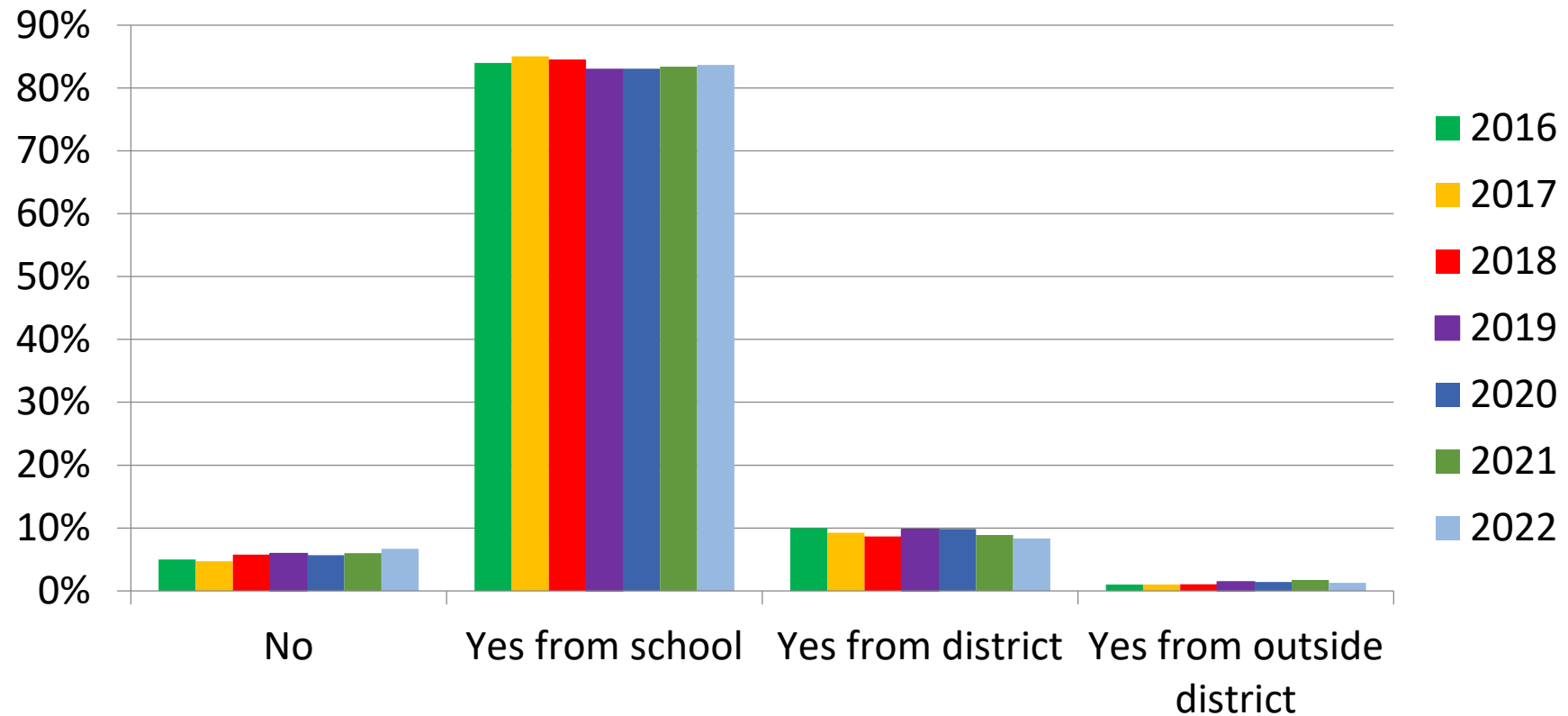


What overall rating would you give the quality of your community college teacher preparation coursework?



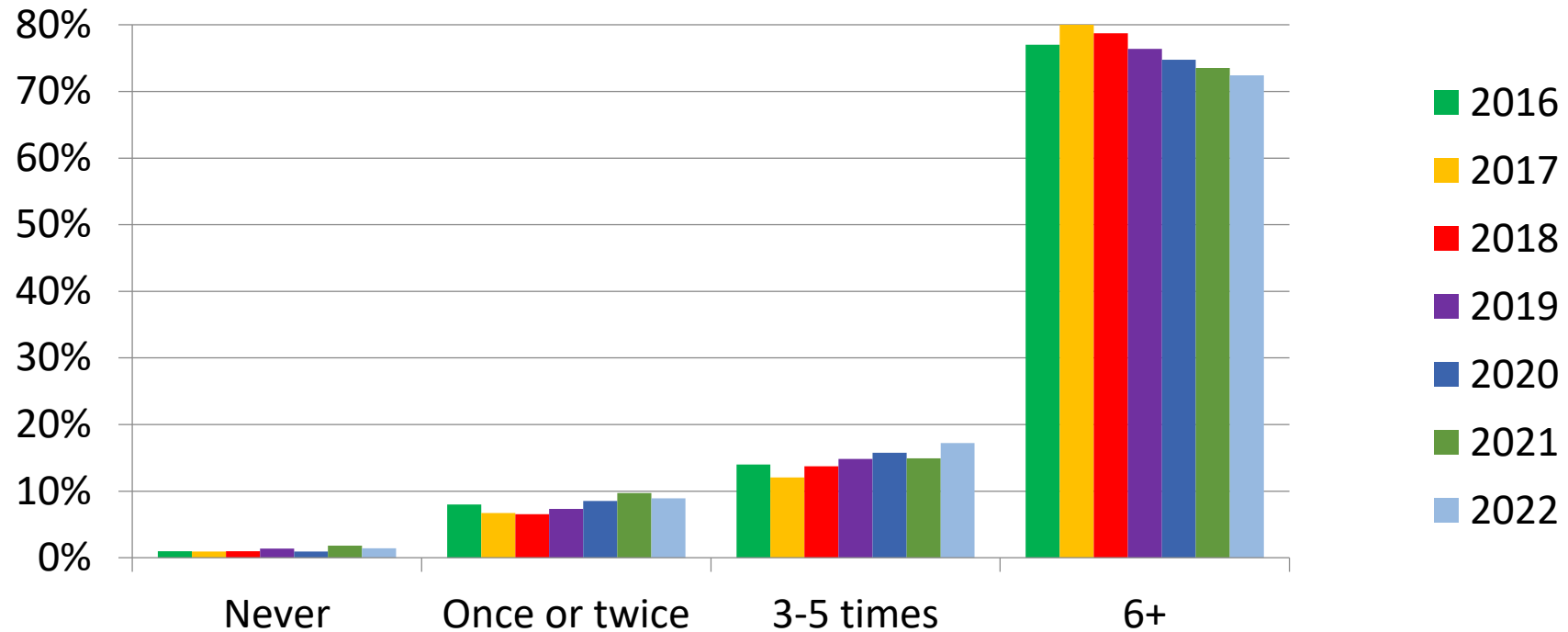


Were you assigned a first-year teacher mentor?



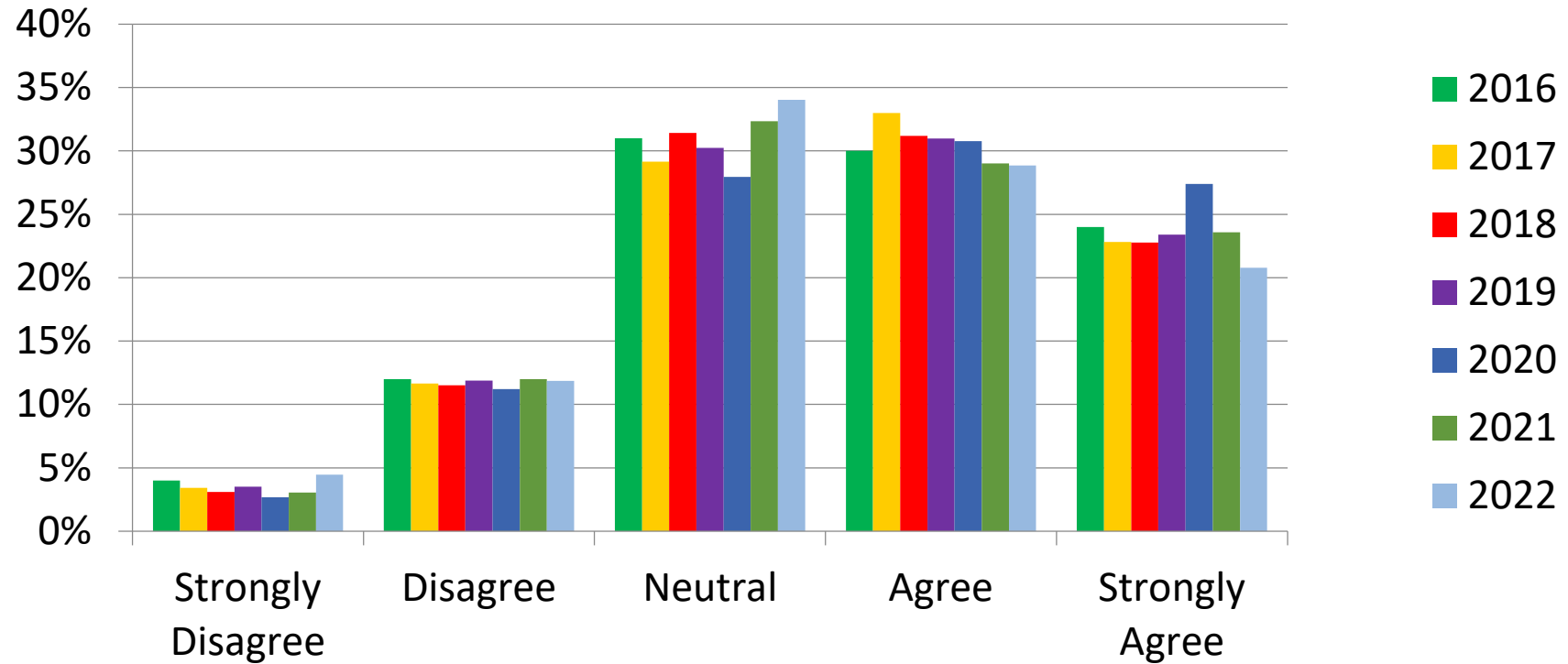


How often did you meet with your mentor this school year(either formally or informally)?



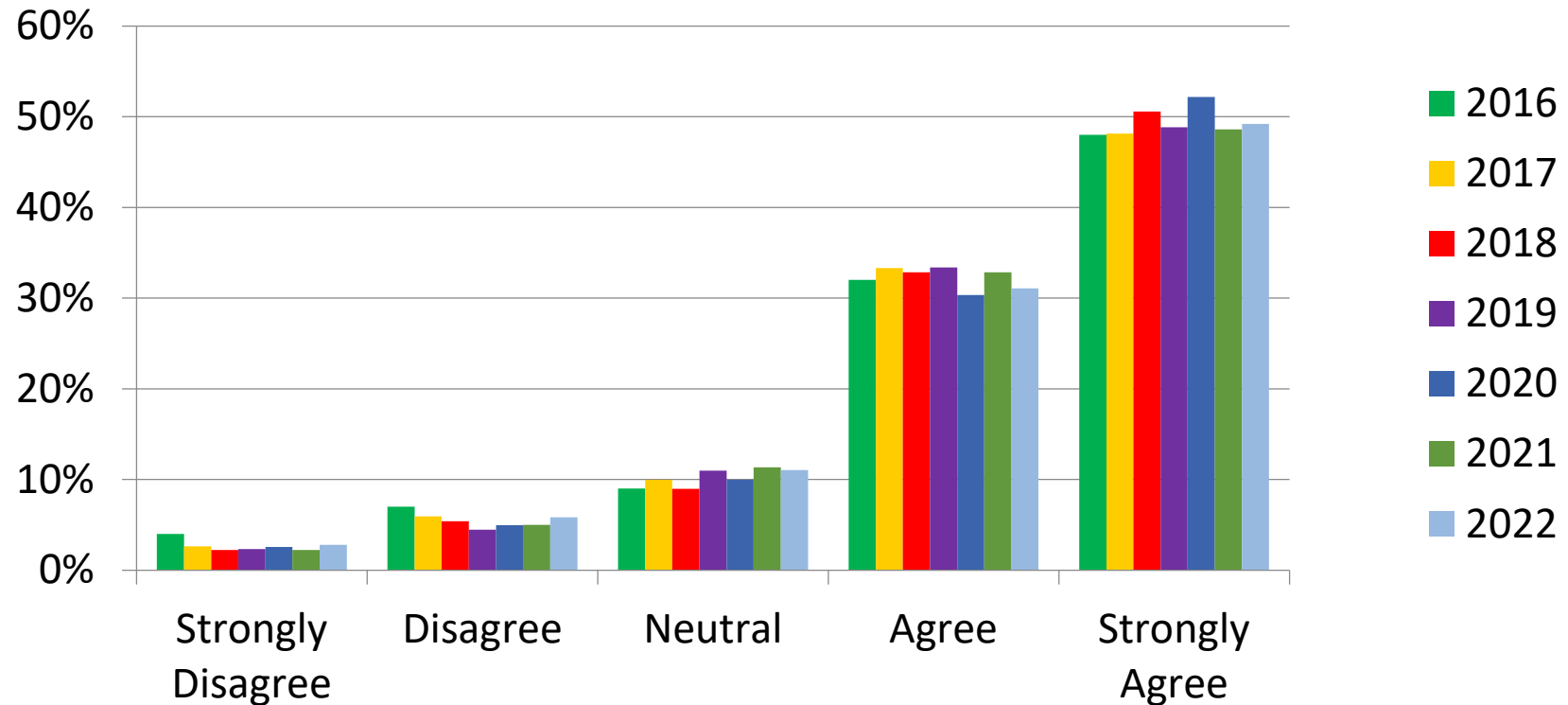


The mentoring process is non-evaluative



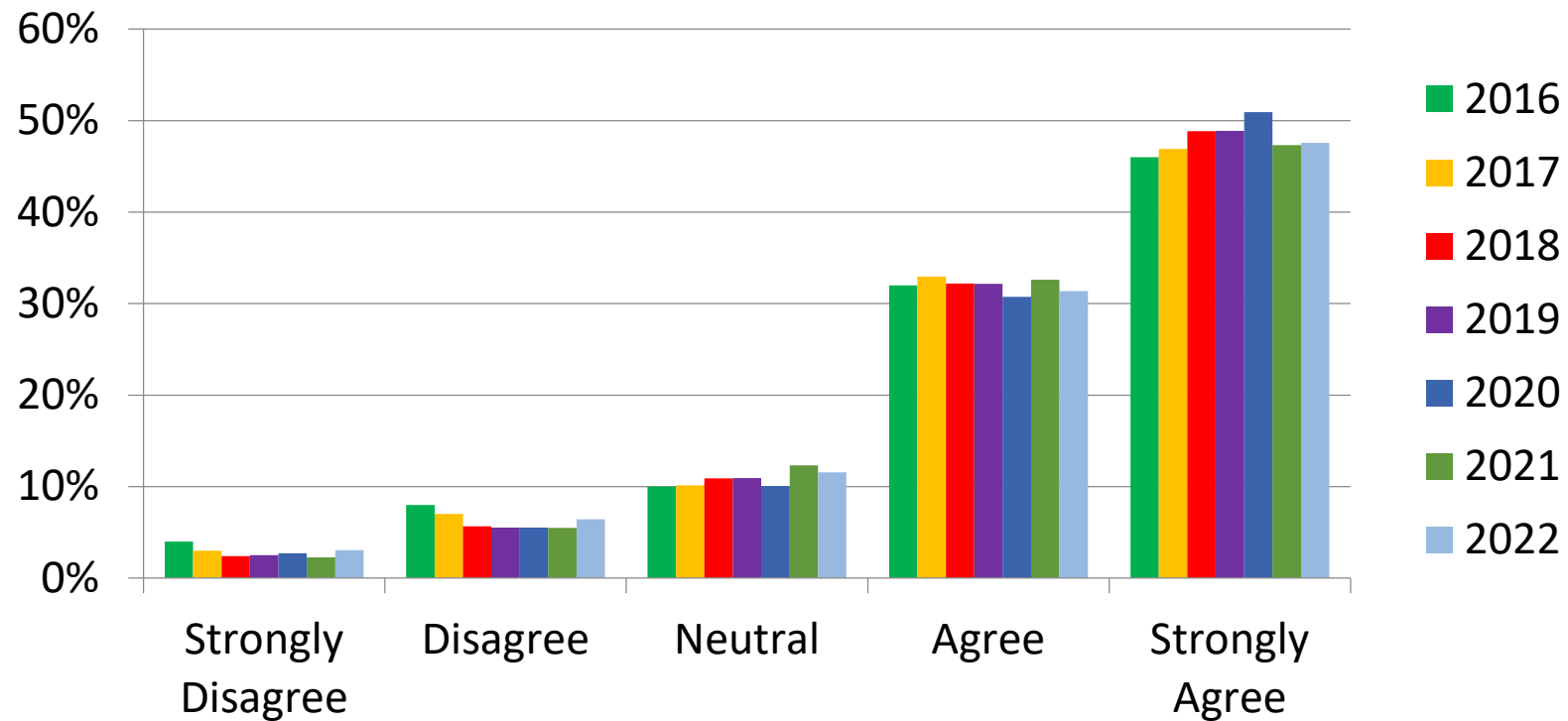


The support I received from my mentor helped me improve my practice



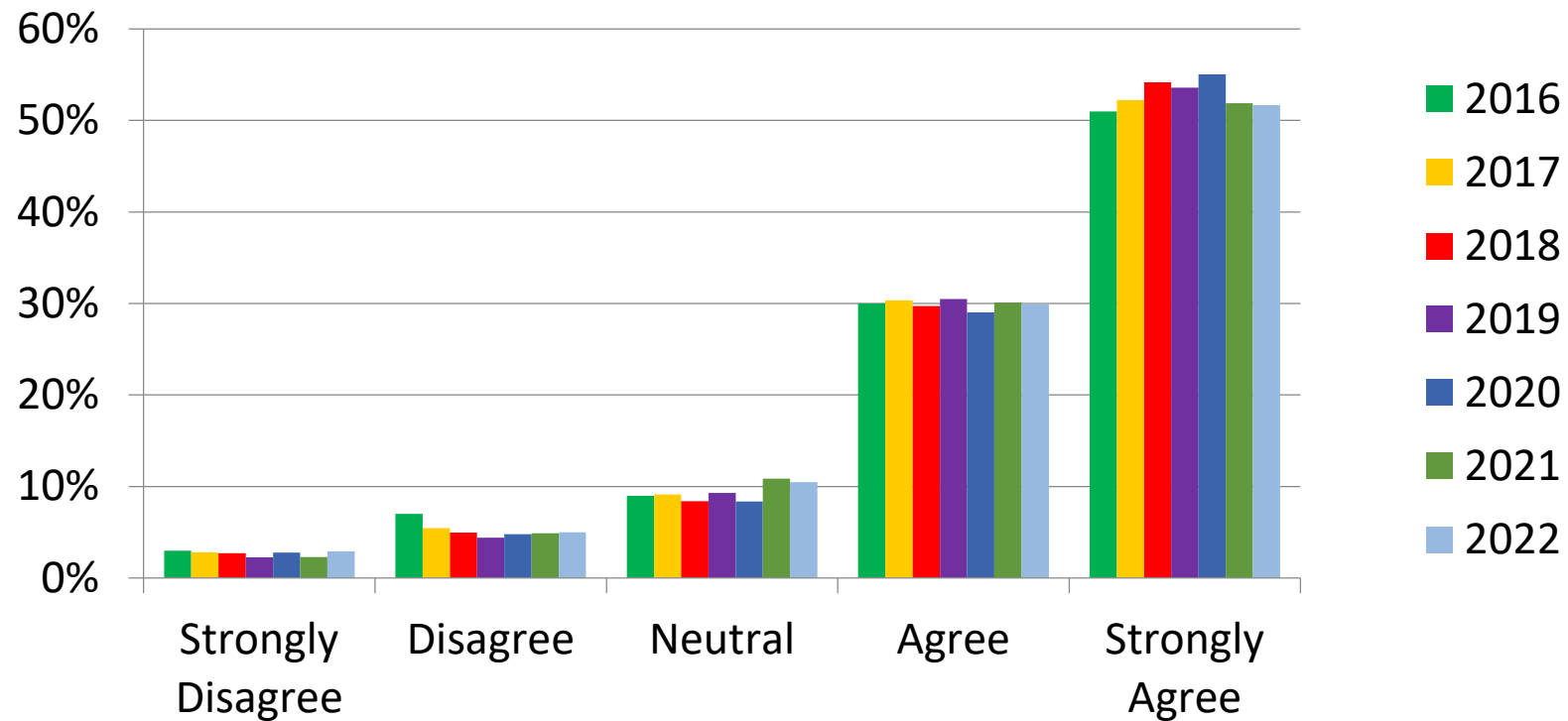


My mentor provided me with the resources I needed to improve my practice



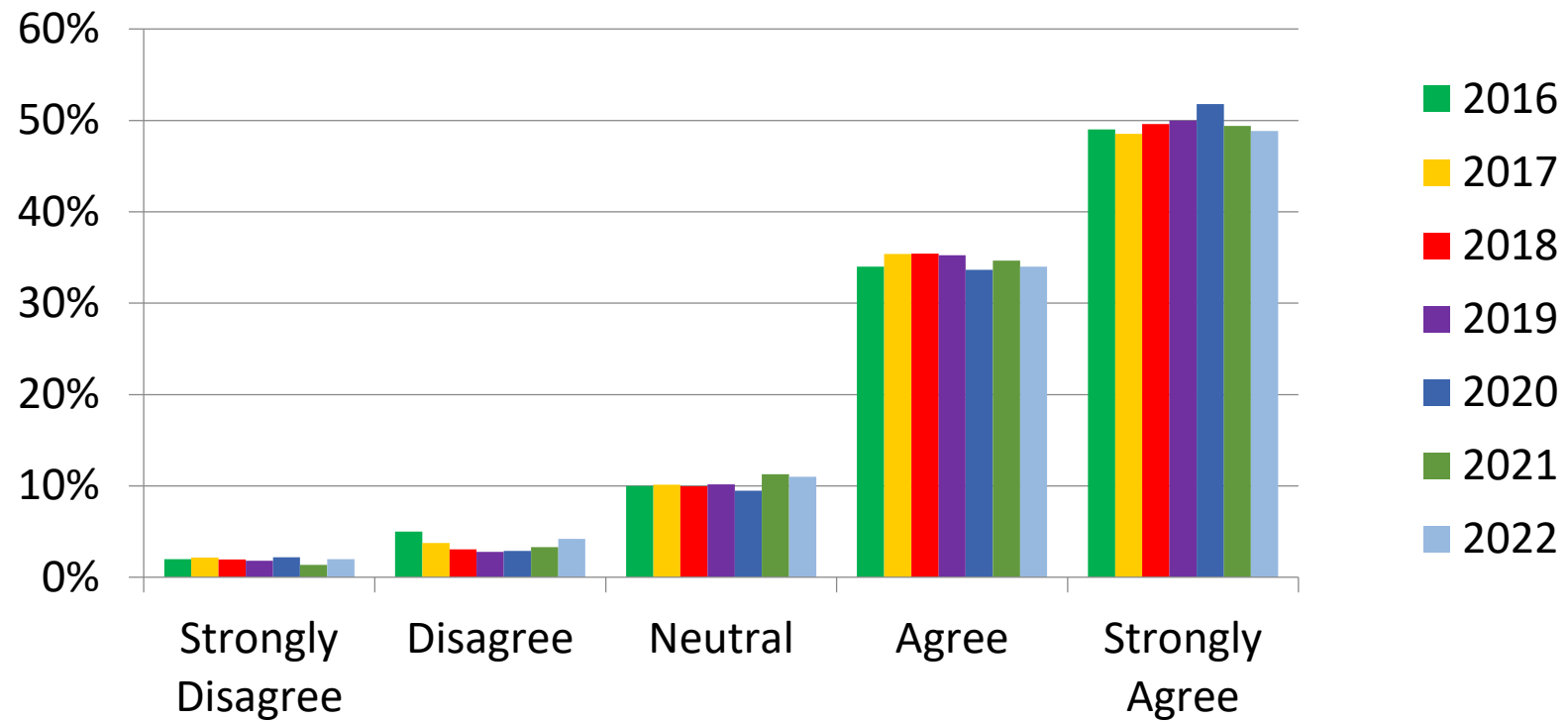


My mentor provided me with effective support





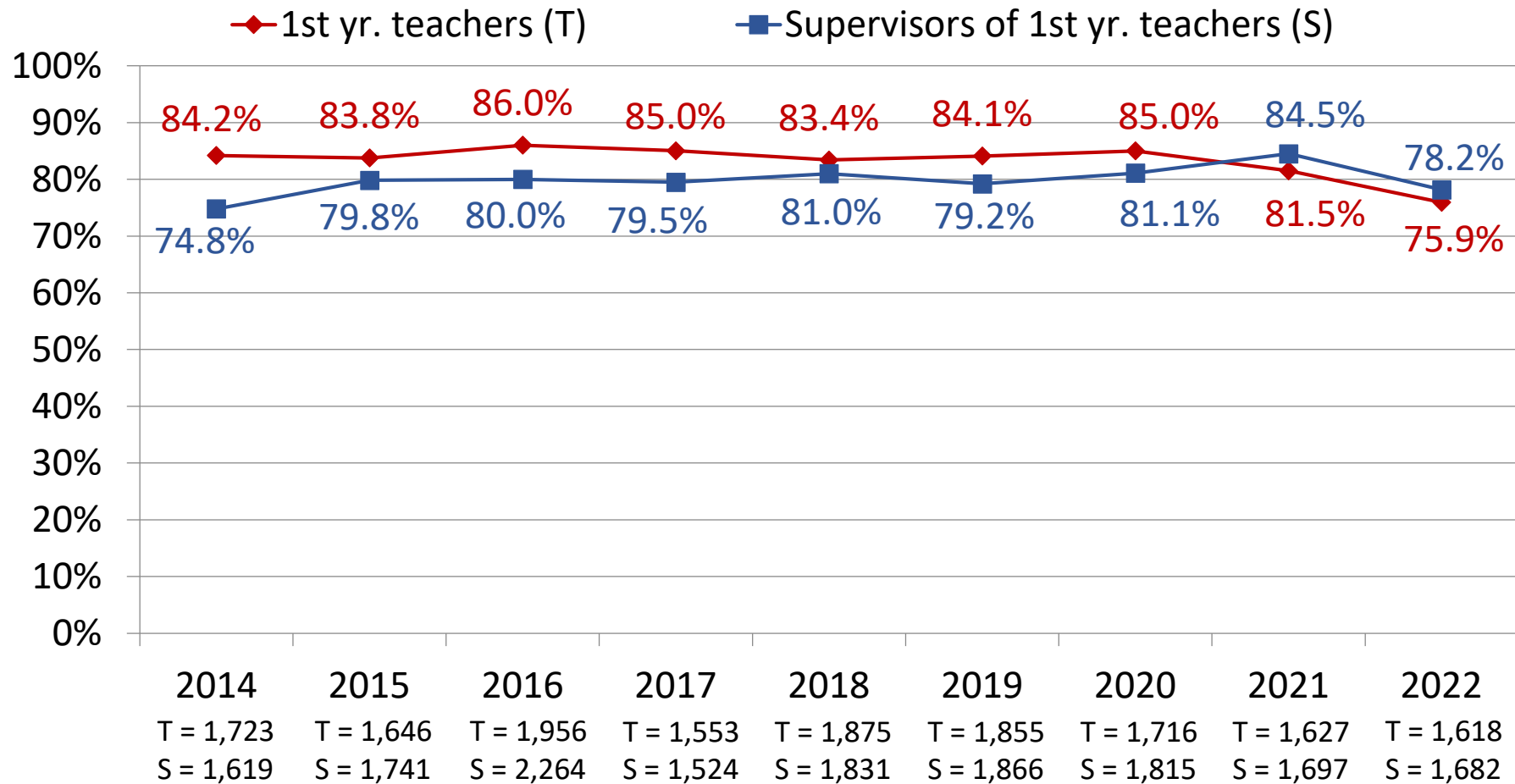
I was prepared to reflect on feedback from my mentor





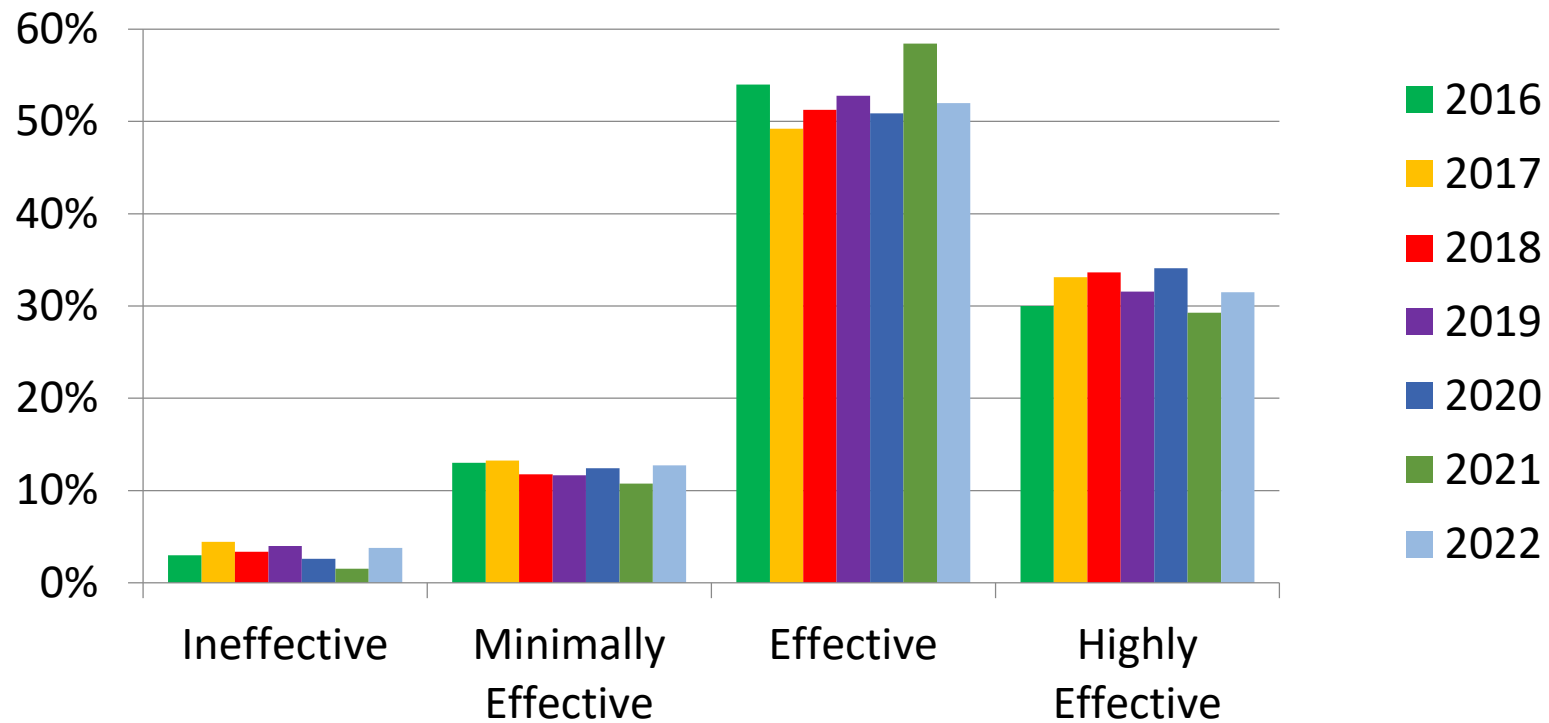
Overall quality of the professional education program you completed

(% Good or Very Good)





Based upon the performance based evaluation of this first year teacher, how would you rate his/her impact upon students?





- **Accessing the State Report**
 - <http://apps.oseda.missouri.edu/firstyear/PublicReport.aspx>
 - **Information Includes**
 - Home & Contact Information
 - Reports for 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022 & Combinations
 - Resources
 - **Archived State Reports**
 - **Survey Technical Manual 2018, 2019, 2020, 2021, & 2022 Updates**
 - **Survey Instruments**
 - **Response Rates**



- **Accessing Your Report**
 - **OSEDA Reports – Separate Sites & Codes**
 - Prior to Spring 2015
 - Spring 2015 and After
 - **Log-On by Educator Preparation Program**
 - **Questions About Access**
 - Buddy Alberson
 - buddy.alberson@dese.mo.gov
 - Sandy Jensen
 - sandra.jensen@dese.mo.gov



Thank You



**The Office of Educator Quality
Educator Preparation
573-751-1668**

- - - - -

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Sandy Jensen – sandra.jensen@dese.mo.gov